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School systems with enrollments over 12,000 which operate formal internship programs for potential administrators among their own employees were asked for a description and statistics of their program. Twenty-nine programs were chosen to represent the variety of practices which exist. Contained in each internship program description is information on: (1) Administration of the program, (2) qualifications for the position, (3) selection process, (4) title, (5) areas of internship, (6) length, (7) salary, (8) year initiated, and (9) participation. Described in addition to the 29 individual reports are two group programs, one sponsored by the National Association of Secondary School Principals and the other by the Learning Institute at North Carolina. (MF)

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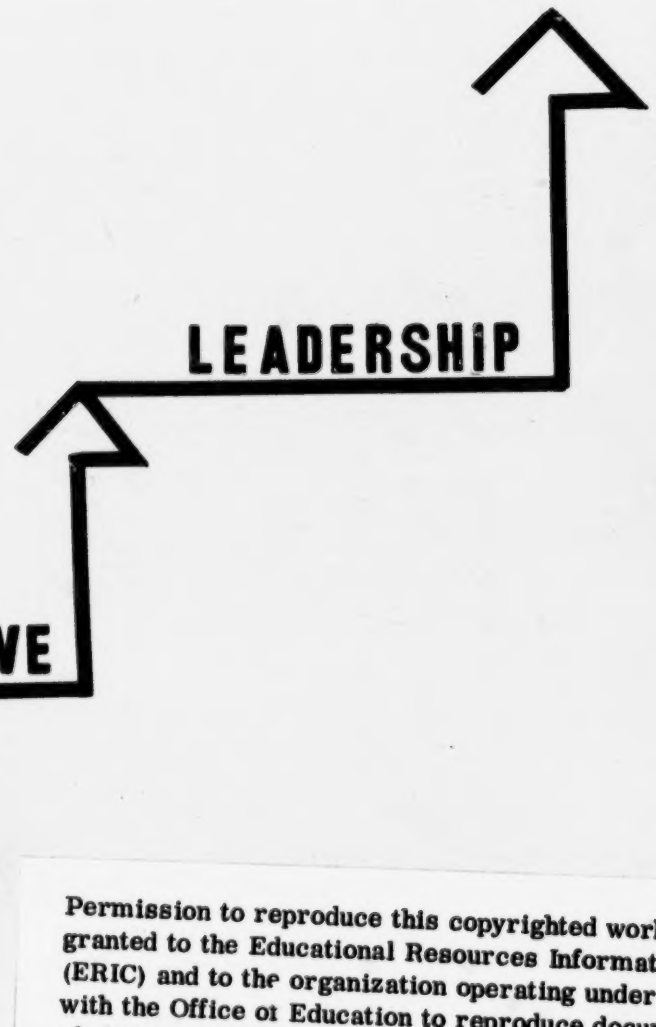

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ERS Circular No. 6, 1968 September 1968

DEVELOPING ADMINISTRATIVE LEADERSHIP

Three highly desirable qualifications for promotion to administrative positions are experience, competency, and prior service within the school system. Too often there is no one already in the system whose leadership potential has been tested and developed. The superintendent, faced with the urgent necessity of appointing a new principal, must look outside the system for a person with administrative experience whose competency has been demonstrated.

For many years, policies governing the promotion of teachers to administrative positions have focused on the criteria to be applied in selecting qualified individuals. Now, however, there is considerable evidence that emphasis in promotion policies is shifting from *selecting* administrators to *developing* administrators. One approach a number of school systems have adopted is a formal program of leadership development including an internship phase in which the prospective administrator "works for a period of time in the field in order to develop a capacity to carry out professional responsibilities."[a/] Such a period of internship not only helps the teacher "break into" administration, but also greatly lessens the risk involved in moving teachers into administrative positions.

The concept of an internship as an integral step in a program in the preparation of professionals has long been a part of training for the medical profession. In fact, the internship in educational administration has been included in graduate programs for school administrators in a number of universities for some years.

In 1964 the Educational Research Service prepared a Circular describing policies on promotion to administrative positions in selected school systems. At that time several of the respondents reported that an internship or leadership training program had been developed within the school system to screen personnel for administrative positions. The number of requests received recently by ERS for information on the administrative internship indicates that many more school systems are now sponsoring their own internship programs. Therefore, it was decided to concentrate on reporting these programs rather than revise the Circular on staff promotion policies.

In January 1968, a postal card questionnaire was mailed to all school systems with over 12,000 enrollment in order to identify those which operate a formal internship program for potential administrators among their own employees, as opposed to those systems which accept only degree-seeking graduate students participating in an internship sponsored by a nearby university. Requests were sent to the 119 systems which reported programs for their own employees, asking that they prepare a description of the program as it operates in their system and supply certain statistics on its history and participation. From the systems which responded to this request, the 29 programs described in this Circular were chosen to represent the variety of practices which exist.

Many of the program descriptions, which begin on page 5, were written by present or former interns. In cases where it was necessary for ERS to prepare the descriptions from materials submitted by respondents, the statements were sent to the school systems for verification. The text which follows summarizes informally some of the features of the 29 programs.

Administration of programs. Almost one-half of the programs reported in this study were organized and are administered entirely by the local school systems. The other 15 were formulated cooperatively with one or more nearby universities. For some programs the university assists the local school system by furnishing a

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a/ Newell, Clarence A., and Will, Robert F. "What Is an Internship?" School and Society 58: 359; December 8, 1951.

professor of educational administration to conduct seminars and participate in the selection and evaluation of the interns. Less frequently, the program is administered by the university which conducts special classes, offers graduate credit for the internship, and participates in every phase of the program including the selection, supervision, and evaluation of the interns.

The university-administered programs described in this Circular differ from many programs which received attention in earlier professional writings (such as the publications of CASA and UCEA noted in the bibliography on page 44) in that in the earlier programs the school system usually depended upon the university to select the interns. In all the programs reported in this Circular, the local school district chooses interns from among its own employees, although one or more university professors may assist in the selection process. In a few cases where credit is granted for university-affiliated programs, the school system pays the cost; more frequently, the credits are available only to students who bear the expense of such credits themselves.

Within each school district the common practice is to assign the overall supervision of the leadership development program to a central office administrator, such as the director of personnel or the assistant superintendent for elementary or secondary education, who assumes this duty in addition to his other assignments.

During the selection process, a panel of system administrators, at times including principals, reviews the candidate's records and qualifications, interviews him, and makes the final decision on his appointment to an internship. Sometimes, though infrequently among the 29 systems reported herein, the panel also conducts a final evaluation of the intern's work. Once the intern is assigned to an administrator, whether principal or central office person, guidance and supervision is the responsibility of that administrator who, if the program is university-affiliated, shares the responsibility with the professor to whom the intern is assigned.

Qualifications. Minimum requirements to apply for an internship position vary little among the 29 systems, whether the program is university-affiliated or not. Generally, the applicant must have a master's degree and an administrative or supervisory credential, or be able to achieve these requirements during the course of the internship. He must hold a valid teaching certificate and have two years (two systems), three years (11 systems), or five years (8 systems) of successful teaching expe-ience. Frequently, it is specified that a certain number of years must have been spent teaching within the system. Occasionally, administrative experience is also required. Nine systems specify an age limit; this varies from 40 to 55 years of age, or a general statement such as "young enough for the system to profit from his training."

Positions are open equally to men and women, except in one system which indicated that preference is given to male applicants when assigning secondary-school internships. A few systems designate certain cutoff points on graduate and undergraduate grade point averages.

Selection process. While specifying minimum qualifications does reduce to some degree the number of applicants for internship positions, further screening is necessary. Some of the means used, either singly or in combination, include examinations such as the Miller Analogies Test, the National Teacher Examination, and the Educational Testing Service administrative and supervisory examinations. Among the 17 systems which require such examinations for applicants, some establish cutoff points to further screen candidates; a few average the test scores with ratings established for other parts of the selection process; and still others indicated that, while no cutoff points are established, the scores are "considered" in the final selection of interns. Whether or not the system or university administers tests to the candidates, the selection procedure usually includes interviews by a panel of administrators which considers the applicant's teaching and scholastic records, as well

as recommendations from his supervisors. One system mentioned that classroom observation of the applicant is an important part of the selection process.

Areas of internship. In most of the 29 systems, a candidate must specify the level of administration at which he wishes to intern, e.g., elementary, secondary, pupil personnel services. A few systems, however, leave this decision to the discretion of the selection panel, which bases its decision on pending vacancies and the position it feels is "right" for the particular intern.

Among the 29 programs, all but one offer internships in elementary administration; in 24 systems programs are available for the secondary principal; one system offers internships for the middle school principalship; and a system which administers a junior college has opened that level to interns. Nine of the systems take interns in supervision and in eight systems applicants may intern for central office positions. The index on page 44 will assist the reader in locating those systems which offer each type of internship.

Assignment of interns. In assigning interns to supervising principals or central office administrators, every effort is made, most systems stated, to choose outstanding administrators. In Palm Beach County, Florida, for instance, the selection of supervising principals is by a vote of the Principal's Association, and in systems which have had an internship program for a number of years, such as Hawaii, it is possible to assign interns to principals who were once interns themselves.

Length of internship. For all but six of the 29 programs reported in the Circular, participation is full-time for a period ranging from 10 weeks to two years. Of the remaining six (none of which is affiliated with a university), five assign interns a reduced teaching load to allow them to participate in administrative tasks. In one system trainees must carry a full teaching load in addition to administrative tasks, but they remain in the program for from two to six years. One year or one school year was the length of internship most frequently mentioned (19 systems).

Salary. The usual practice is to pay the intern the salary he would receive as a teacher. Three of the systems reported that the intern receives the salary of the position in which he is interning--assistant principal or administrative assistant.

Seven systems pay interns an amount in addition to the regular teaching salary, as follows: $200, $250, and $100-200 a year; $100 a month; $100 per university credit granted; 10 percent of base salary as a teacher. One system did not report the extra amount paid interns.

Title. "Administrative Intern" is the title the greatest number of systems use to designate their prospective administrators. "Administrative Trainee" was reported by five systems. Other designations include "Intern Principal," "Cadet Principal," and "Cadet-in-Training."

Duties and routines. Inherent in the concept of an internship is participation in the duties of the position to which the intern aspires. In all but the Hawaii program, this is on a day-to-day basis. Hawaii devotes three days a week to internship activities and two days to seminars. Generally, the supervising principal or central office administrator attempts to involve the prospective administrator in as many diverse and meaningful experiences as possible, placing emphasis on those areas in which the intern has had little or no experience. It is stressed that while the intern must assume some routine duties to be helpful to his principal, he is not to be regarded merely as an extra hand in the office; experiences should be as meaningful and nonrepetitive as possible.

Other features of internships include visits to the central office, observations of innovative schools in other districts, university seminar sessions, local and state professional meetings and conferences, in-district classes with guest speakers, and even group "sensitivity sessions." Involvement in school-community activities is integral to most programs.

Hiring policies. Almost all systems stressed that completion of an internship does not assure the trainee appointment to an administrative position; one system, however, stated that an intern is accepted for training only when a vacancy is definitely expected. In most cases, the internship gives personnel seeking promotion to an administrative position an edge over noninterns seeking the same post. Some systems reported that, in filling their administrative posts, equal consideration is given to the intern and all other applicants from within or outside the system. In other systems the internship is the normal channel for promotion to a principalship. Hawaii requires completion of a one-semester internship for an administrative or supervisory credential.

Participation. The majority of the 29 programs reported herein have little history of participation since more than half have been organized only since 1966; only three are 10 or more years old. Among the programs which have graduated participants, the percentage of former interns now occupying administrative positions ranges from 30 percent in one system to 100 percent in five others.

The 1967-68 participation in these 29 programs varied from only one intern in one system to 428 in Los Angeles.

NASSP and LINC Internships

Not included among those described individually in this Circular are the programs, reported by several school systems, which are conducted through the Administrative Internship in Secondary School Improvement, sponsored by the National Association of Secondary School Principals. All of these programs are organized similarly, as explained in the description of the overall project on page 42.

Also omitted from the individual descriptions are eight school systems in North Carolina which participate in the Cooperative Educational Leadership Program sponsored by the Learning Institute of North Carolina. This project is described on page 43.

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LEADERSHIP DEVELOPMENT PROGRAMS: INDIVIDUAL SUMMARIES FOR 29 PROGRAMS

(Figures below names of school systems are 1966-67 enrollments)

AKRON, OHIO
(58,522)

Qualifications: Master's degree in administration; 3 years' teaching experience, prefer 5 years; evidence of professional, cooperative service is desirable.

Selection: Completed application form; ETS administrative examination; recommendations of administrative staff and building principals; interviews with administrative team.

Title: Cadet Principal

Area of internship: Elementary principalship

Length: 1 year on the average; depends on needs of individual and the system.

Salary: Regular teaching salary

Year initiated: More than 12 years ago

Participation: All 16 of the cadets who have completed the program, have been placed in principalships; participating in 1967-68 were 1 man and 2 women.

CADET PRINCIPAL PROGRAM

The normal promotion to an elementary school principalship in the Akron Public Schools is through the Cadet Principal Program. Secondary school principals are usually selected from assistant principals within the system. Selection for participation in the program is based on several factors. Forty percent of an applicant's final score is determined by his grade on the ETS administrative examination. The other 60 percent is based on an evaluation of his teaching record, recommendations of the administrative staff, and his performance in group and individual interviews with the Director of Elementary Education, the Assistant Superintendent for Professional Personnel, and the Superintendent.

The Cadet Principal Program of the Akron system has several special features which help make it a strong, well-rounded program. One of these features is that the program is not identical for all participants, but is adapted to the needs of the individual involved. After a candidate has been selected, a careful look is taken at the experiences which this individual has had. Then a program to broaden his background, by planning assignments for him involving experiences in various schools and activities, is decided upon. For example, the cadet may spend a short time in schools of various sizes in several areas of the city, or the person may be assigned to one or two places for extended periods of time.

Another very important and profitable part of the program, which is the same for all cadets, is a schedule of visits with every department of the central administrative office. The administrative head of each department meets with the cadets to explain the responsibilities and operational procedures of his department. As part of this phase of the program, the cadets also visit each type of special education class in the city and have the opportunity of talking with 15 or so of the city's best, most experiences elementary principals. This gives one an excellent overview of the total school system's operation, as well as the advantage of pooling ideas and advice from fine administrators in the field.

The cadet principal is also given the opportunity of visiting other school systems in neighboring areas to see various special features of their programs; this opportunity is also continued with the principals after assigned. In this way cadets and principals are able to see innovative methods in use and evaluate programs which might be adapted to use in their own buildings.

The leadership development program is directed by the Assistant Superintendent for Curriculum and Instruction, assisted by the Director of Elementary Education. These people plan the assignments and schedules for the cadets.

Cadets attend all administrative council meetings, all elementary principals' meetings, and all meetings of any committees to which they have been assigned. Besides these special activities and the scheduled visits to the central administrative office, the cadet spends the remainder of his time on assignments in specific elementary schools, sometimes as an observer, and sometimes as an active participant in the school program, assisting the building principal.

The cadet keeps a log or notebook concerning his activities during his period of internship. This is presented to the assistant superintendent upon completion of the program and becomes a valuable source of information and help to the new principal for the future.

(Contributor: Marjorie Ormeroid, Cadet Principal)

LOS ANGELES, CALIFORNIA
(632,498)

Qualifications: Credential as elementary school supervisor-administrator; trainees for vice-principal must be permanent teachers; candidates for principal must be in a vice-principal assignment.

Selection: Submission of application form for approval of building principal who initiates the necessary procedures.

Title: Administrative Trainee (teacher) or Elementary Vice-Principal

Areas of internship: Elementary principal vice-principal, and supervisor

Length: Minimum of 2 years, maximum of 6; vice-principal usually spends 3 or 4 years.

Salary: Regular salary as teacher or vice-principal

Year initiated: 1964

Participation: Since 1964, 245 persons have been placed in positions for which trained. Participating in 1967-68 were 284 men and 144 women--239 administrative trainees and 189 vice-principals.

ELEMENTARY SCHOOL ADMINISTRATOR DEVELOPMENT PROGRAM

The Elementary School Administrator Development Program, initiated in 1964, provides for the systematic training of prospective administrators. In large measure it also provides experiences which will be of value to those interested in the field of elementary supervision and for those serving as elementary vice-principals.

The program is, in effect, a plan of preservice training for teachers interested in administrative assignments (administrative trainees) and inservice training for vice-principals preparing for principalships. The extension of the experience of administrative trainees and vice-principals beyond that afforded at the local school level is desirable and necessary. Under the direction of the area superintendents, the administrative assistants are responsible for coordinating and administering this type of training. The inservice and preservice training at the district level is directed toward acquainting participants with:

1. The elementary district services and personnel.
2. The services and responsible personnel of the service divisions.
3. The organizational structure of the Los Angeles City School Districts and the rules, regulations, and policies of the board of education.
4. Current and recommended practices in the field of administration and supervision.
5. Suggested interpersonal relations and leadership techniques.

While participation in the program is not required and does not assure one of success in the examinations for administrative positions or evaluations for supervisory positions, successful participation as an administrative trainee or vice-principal will enable a candidate to gain much of the practical experience and knowledge necessary to prepare for the examinations and evaluations.

The program is predicated on the concept that the most desirable and valuable preparation for school administration and supervision is that which is based on the kinds of experience administrators and supervisors have on the job. It also recognizes the importance of effective human relations and leadership skills, and provides that careful consideration by given to them. This is a plan which is directed toward the needs and realities of the future for the Los Angeles City Unified School District, its employees, and the children it serves.

The overall responsibility for the program rests with the Associate Superintendent of the Division of Elementary Education. The area superintendents are responsible for directing the program in their areas. The major responsibility for implementing the program falls to the elementary school principals. Applications from teachers and vice-principals are submitted to the principals of their school buildings. All vice-principals are automatically eligible to participate in the program, but the number of administrative trainees is limited to two in each school.

Assignment requirements for participants in the program involve both location and type of position. Teachers in the program are permitted to include their field work experience and assignments subsequent to that experience in meeting the assignment requirements. Vice-principals must meet the requirements while in the position of vice-principal. Administrative trainees and vice-principals are expected to have experience in two types of schools as participants in the program--a school in a low socioeconomic, culturally deprived type of area, and a school in a middle class or privileged socioeconomic area. Administrative trainees are also expected to have two or more of the following types of teaching assignments: regular classroom teacher at two different levels (required); training teacher; demonstration teacher; reserve teacher; special training teacher; social adjustment

teacher; compensatory teacher. Other types of assignments which provide desirable but not required experiences for trainees are consultant, specialist, and assistant supervisor of child welfare and attendance.

The opportunities for specific experiences in administration and supervision are most readily gained by administrative trainees in assignments in which they are one of two trainees assigned to a school. The experiences are organized under five major headings: organization and administration, supervision of the instructional program, pupil personnel services, school-community relations, and professional leadership. Suggested experience for vice-principals is in the broad sense a job description. It includes all of the responsibilities described in the official duty statement for the vice-principalship. Both trainees and vice-principals should be able to gain extensive experience in each of the five major areas.

The anecdotal approach to evaluation is utilized in the Administrator Development Program. It provides for an assessment of performance and personal qualities as they relate to specific experiences and responsibilities and for a rating of these factors. Three types of evaluation are employed:

1. A check sheet form for use in recording and evaluating a participant's performance in each specific, assigned experience or responsibility.
2. A semiannual evaluation of experience and professional growth which calls for a rating of performance in five major areas of administration and personal qualifications, and a rating of performance in the basic teaching or other assignment.
3. The superintendent's evaluation of trainees for use by area superintendents and administrative assistants to evaluate specific areas of experience and professional growth and of personal qualifications following an observation or a conference. Only areas observed or discussed need to be considered.

A booklet prepared by the Division of Elementary Education describes the program and reproduces application and evaluation forms used in the program. A copy of the booklet is available free of charge, as long as the supply lasts, from the Division of Elementary Education, Los Angeles City Schools, Room A-240, 450 North Grand Avenue, Los Angeles, California 90012.

(Contributor: John W. Wright, Administrative Coordinator, Division of Elementary Education)

* * *

KNOXVILLE, TENNESSEE--City schools
(38,331)

Qualifications: Master's degree in educational administration and supervision; 3 years' successful teaching experience.

Selection: Written statement by applicant; recommendation of Superintendent; interview and approval by board of education.

Title: Assistant Principal

Areas of internship: Principalships

Length: 1 to 5 years

Salary: Not reported

Year initiated: Not reported

Participation: Since the program was initiated, 8 of the 15 who have participated in the program as assistant principals have been placed in leadership positions. Participating in 1967-68 were 10 men.

LEADERSHIP TRAINING

The Knoxville City School System is participating in several leadership development programs, each with the purpose of upgrading the leadership at all levels in the city's schools.

The program for training for leadership in our secondary schools has followed the plan of selecting outstanding potential administrators and placing them in assistant principalships for a period of training from one to five years. Through this program we have been able to have a number of well-trained persons available for our secondary schools. These assistant principals are selected by the Superintendent and his administrative staff and approved by the board of education. Another aspect of our program for prospective principals has been to select a number of applicants and give them elementary teaching experience under one or more of our outstanding elementary principals with the understanding that they will have the opportunity to learn as much as possible about the operation of our elementary program.

In addition to the inservice program described above, Knoxville is participating in a

(Continued)

KNOXVILLE, TENNESSEE (Continued)

fellowship plan sponsored by the University of Tennessee with a grant from the Southern Education Foundation. The participant from this school system received a $5,000 stipend, books, tuition, and supplies from the University of Tennessee, plus $2,000 from the Knoxville board of education during the 15-month training program. The general objective of this program is to provide the basis for more effective development of Negro and white educators with administrative leadership potential within a complex integrated school system. The participant from the Knoxville system was selected by the Superintendent and his administrative staff, then interviewed and approved by the board of education with the understanding that when he completes the 15-month intensive training in the Department of Administration and Supervision at the University of Tennessee, he will be placed in a suitable administrative position in the Knoxville school system.

Possibly unique is the plan, initiated under the leadership of Superintendent Olin L. Adams, Jr., whereby an opportunity is given the superintendent of a smaller school system (serving a community with less than 50,000 population) to gain an understanding of the operation of a fairly large school system through a two-week internship in the Knoxville schools. Under this program an office is furnished and all the departmental operations of the school system are open and available for the intern to see and participate in during his stay with the Knoxville school system. These interns are welcome to the Knoxville district at their own expense.

(Contributor: Roy W. Wallace, Assistant Superintendent for Instruction)

* * *

ALACHUA COUNTY, FLORIDA (Gainesville) (21,534)

Qualifications: Master's degree or at least initiation of a planned program for this degree; on continuing contract; 25 to 55 years of age; must have or be working for state certification in administration and supervision in appropriate field.

Selection: Complete application form, including essay dealing with interests, goals and self-evaluation; submission of personal qualities rating scale filled out by fellow workers; interview by screening committee.

Title: Personnel Reserve Applicant

Areas of internship: All instructional and noninstructional administrative and supervisory positions in central office and school buildings.

Length: Usually 1 year

Salary: Regular teaching salary

Year initiated: 1961

Participation: Since 1961, 80 persons have been accepted into the Personnel Reserve; 60 of these have assumed administrative positions. In 1967-68, 7 men and 8 women were accepted--7 elementary instructional coordinators, 5 assistant principals for instruction, 2 exceptional child coordinators, and 1 secondary science coordinator.

ADMINISTRATIVE AND SUPERVISORY LEADERSHIP GROWTH PLAN

In the spring of 1959 a workshop was organized under the direction of Dr. Maurice Ahrens of the University of Florida for the purpose of developing a positive program to identify and select potential leaders who would ultimately assume positions of leadership as administrators and supervisors in the Alachua County School System. As the group proceeded with its study, available research concerning leadership growth plans was explored, and the progress other school systems across the nation have made to meet this need was studied. The information gathered was compiled into a recommended program for the identification, training, and selection of potential leaders. This "Administrative and Supervisory Leadership Growth Plan for Alachua County Schools" was submitted to the participants of another special workshop for approval and was subsequently adopted by the board of education for operation in the 1961-62 school year.

The program as approved by the board operates today much the same as it did in 1961. Administrative and supervisory leaders and their staffs are encouraged to be constantly on the lookout for evidence of the qualities considered to be indicative of leadership potential. When such qualities become apparent, the individual concerned is counseled and further encouraged to develop his potential; administrative and supervisory personnel make every effort to provide opportunities for the development and growth of such persons, especially from the leadership point of view.

The best available research concerned with the identification of leaders indicates that, contrary to popular belief, we cannot rely on the traits of an individual as criteria for his

identification as a leader. Rather, we must turn to the personal qualities of the individual as recognized by those who know him best, his associates. Thus, when an individual with administrative potential is recognized, the supervisor or principal initiates the faculty-wide Personal Qualities Rating Scale, tabulates the scale results, and prepares a summary statement of not more than one page to accompany the individual's application. This summary should reflect the faculty "temperature" regarding the applicant as well as the recommendation of the principal and/or supervisor.

Since it is recognized that there may be aspirants within the system who would prefer to evaluate themselves privately prior to asking for consideration, it is suggested that such persons consult the personal inventory checklist.

In Alachua County potential leaders from within the county system, along with those persons who are already filling administrative and supervisory positions, form a Personnel Reserve from which the Superintendent may select nominees to present to the board as vacancies occur. A screening committee (composed on one elementary and one secondary teacher, one elementary and one secondary principal, one county staff member from the Division of Instruction, and one from the Division of Noninstructional Services) assists the Superintendent in choosing the best qualified persons to be added to the Personnel Reserve.

Any teacher may request consideration by the committee, specifying the area for which he desires consideration. The screening committee is provided with a personal data form and adequate references, and the applicant meets with the committee for an interview. The following special qualifications of applicants are discussed at the interview:

1. Experiences which would supplement formal training of applicant
2. Ultimate goals in education
3. Attitude of applicant's family toward a career in education
4. Language facility of the applicant
5. Personal appearance and general health
6. Civic interests

As a guide to aid the committee in evaluating the person's qualifications for the area in which he is interested, the school system has devised a profile of qualifications and general duties for each position in which an applicant may intern. Each applicant is informed by the Assistant Superintendent for Instruction, who serves as chairman of the committee, of the recommendations of the committee, indicating his acceptance or rejection for the Personnel Reserve.

Once the individual has been selected by the screening committee for training for future positions of administration and supervision, it becomes the responsibility of the board and its designated representatives to provide training for these potential leaders. This training is accomplished through a "Leadership Program Seminar" and a one-year "Intern Service." The Leadership Program Seminar is operated for all persons in the Personnel Reserve, and includes training and group discussion of topics that relate to the chosen field of the individual.

Intern Service is a period during which the individual serves directly under the supervision of an administrator or supervisor, as an added experience over and above the individual's regular assigned duties. The selected individual is assigned to an administrator or supervisor by the Assistant Superintendent for Instruction or the Administrative Assistant. The cooperating administrator or supervisor provides the inservice intern with a program of experiences which will be of benefit to him. The cooperating administrator compiles evaluation forms submitted by peers and informs the applicant by letter of his progress and suitability for the Personnel Reserve pool.

We believe there will be individuals admitted to the Personnel Reserve who should be encouraged to further themselves to assume ever-increasing responsibilities in roles of leadership in the system. A year of leave for advanced study for an individual in the pool is the ultimate step in the overall identification, selection, and training of leaders for our local schools. Any person who is in the Personal Reserve and who has had seven continuous years of service in Alachua County is eligible for consideration. From this group the Superintendent, upon the advice of the Assistant Superintendent for Instruction, recommends an individual to the school board for selection in January. After selection he works out his program and the financial assistance from the university of his choice; this program is presented to the Superintendent, who works out the salary provisions for the individual to be in effect during the leave for advanced study. A person who receives this Advanced Study Leave agrees to serve for a minimum of three continuous years in the school system after completion of the leave.

(Contributor: Tommy Tomlinson, Administrative Assistant to the Superintendent)

PALM BEACH COUNTY, FLORIDA
(West Palm Beach) (56,060)

Qualifications: Master's degree in administration and supervision; must be employed by the system; 3 years' successful teaching experience; good health, sound morals, and high degree of intelligence.

Selection: Submit score on National Teacher Examination (commons) or Graduate Record Examination (verbal and quantitative); submit written statement of philosophy and concept of administration and supervision; interview with screening committee; recommendation of principal or a county staff member; transcript of undergraduate and graduate grades.

Title: Prospective Administrator

Areas of internship: Elementary and secondary principal and assistant principal, administrative assistant, dean, general administration.

Length: 1 year

Salary: Regular teaching salary

Year initiated: 1965 (June)

Participation: Eleven men and 2 women participated in 1965-66. Nine have been placed in administrative positions.

PROGRAM FOR PROSPECTIVE SCHOOL ADMINISTRATORS

Realizing the urgent need for properly trained school leadership, the Palm Beach County school system instituted a three-phase twelve-month course for prospective school administrators in June 1965. To date the program has been operated only for one school year--1965-66.

Criteria for the selection of all applicants were both rigid and definite. In addition to the standard educational requirement of a master's degree in administration and supervision, the proof of a high degree of intelligence was submitted by national test scores, intelligence test scores, and a grade point average computed on undergraduate and graduate grades together with college transcripts. Each applicant submitted in writing his own philosophy of education and concept of administration and supervision. Each candidate had to be recommended by his principal or a county staff member.

Approximately 96 applicants originally applied for admission to the course. After educational requirements, test scores, writing ability, and recommendations were evaluated, 43 candidates were granted interviews before a select committee consisting of the Superintendent and high ranking administrative personnel. On the final basis of the interviews, together with the previously mentioned educational requirements, 15 prospective administrators were selected as a nucleus for the pilot program. In September 1965, three more candidates were added who were already employed in some administrative capacity but had displayed high administrative potential.

Dr. Forrest Murphy of Florida Atlantic University was appointed to train, supervise, and evaluate this fledgling group who had committed themselves to hard work and diligent study. The entire program was sponsored as a combined Florida Atlantic University - Palm Beach County School System special course. The candidates selected were advised that the course would not necessarily assure them administrative positions but that it would place them in a position to be considered seriously for promotion.

The program consisted of three phases. Phase I was attendance of all selected candidates at a three-week summer workshop at Florida Atlantic University under the direction of Dr. Murphy. The individual cost of the workshop for those who desired academic credit was paid by the candidates.

Phase II was a two-hour workshop each week during the fall semester to study the total county school system. This program was under the direction of Dr. Charlie T. Council, Assistant Superintendent in Instruction, and included lectures by all departments of the school system. Candidates held regular classroom teaching positions during this six-month period, and attended the workshops one day each week after school hours.

Phase III was held during the spring semester and all selected candidates left the classroom and became administrative interns under the direction of Dr. Murphy. Each intern spent nine weeks under the supervision of one outstanding principal and nine weeks under the supervision of another outstanding principal. Outstanding principals were selected by vote of the Principals' Association. Academic credit for the internship was given to the candidates, if proper application and costs were supplied by the candidate. Regular supervision of all interns, plus conferences with the supervising principal, were held by Dr. Murphy throughout the internship. Daily logs were kept by all interns.

Final evaluation of the interns was a combined judgment of three people, Dr. Murphy and the two supervising principals of each intern. Upon completion of the program, all interns desiring administrative positions were interviewed along with all other applicants by a screening committee composed of the Superintendent and administrative staff.

The entire concept of this prospective administrator program was the idea that each administrator must have and practice a philosophy of education and educational administration that is consistent with and based upon the ideals of American democracy.

(Contributor: Fannie Z. Howell, Principal, Berkshire Elementary School)

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BROCKTON, MASSACHUSETTS
(15,942)

Qualifications: Master's degree from an accredited institution; tenure in Brockton School System--5 or more years' certification at instructional level for which applying.

Selection: Submission of application form and Miller Analogies Test score; written discussion of problem related to administrative techniques; recommendation of building principal; interviews by members of the administration.

Title: Administrative Intern

Area of internship: Administration at individual's level of teaching

Length: Approximately 10 weeks

Salary: Regular teaching salary

Year initiated: 1967

Participation: Participating in 1967-68 were 6 men--3 in elementary principalship, 2 in junior high principalship, 1 in senior high administration.

ADMINISTRATIVE INTERNSHIP PROGRAM

Under the terms of an agreement with the Brockton Teachers Association, the School Committee of the City of Brockton has agreed to provide up to $10,000 each school year to conduct a pilot program designed to train potential administrators.

The Brockton School Department recognizes that among the teaching staff there are many well-qualified potential candidates for future administrative positions. It is believed that these candidates should be given the opportunity to observe, gain experiences, and benefit from participation in an Administrative Internship Program which is based on the principle that one learns by doing. The program is designed to improve the schools and their instructional program by working with teachers through the combination of theory and opportunity, based on innovation, challenge, and change in priorities.

After a candidate has completed the necessary application procedures, his application is reviewed by his building principal and he may also be interviewed by a selection committee (the Superintendent and his designees). A representative of the Brockton Teachers Association may sit on the committee as an observer. Final approval of candidates is by the Administrative Intern Review Board, consisting of the Superintendent, the Deputy Superintendent, assistant superintendents, and one or more members of the school board.

Once the interns are selected, a university consultant conducts an orientation seminar for the interns and their supervising principals. Released time of 10 weeks is provided to send each intern to one or more schools to experience administrative techniques in different situations; the intern is placed under the direct supervision of the principal of the building where he is training.

The administrative interns keep a daily log to show how their time was spent and evaluate their activities with the supervising principal on a weekly basis. A copy of the log is forwarded each week to the Superintendent or his designee, with evaluative comments by the supervising principal.

At the termination of the Administrative Internship Program, the Review Board selects the candidates to be sent, with all expenses paid by the school board, to participate in a program of selected administrative training courses at an approved university, college, or other professional training school. Candidates who are not selected for summer study may be awarded three credits for inservice work toward their next salary increment.

Follow-up seminars are conducted with the interns and the university consultant to evaluate the program and make necessary changes for a more effective program.

(Contributor: Girard J. Long, Assistant Superintendent)

HAWAII
(165,323)

Qualifications: 5 years' college work or equivalent, including 6 graduate hours in educational administration or supervision. 5 years' teaching experience (at least one in Hawaii); under 55 years of age.

Selection: 8-hour battery of various exams and inventories; autobiography; recommendations from present and former principal, supervisor, fellow teacher, and person outside education; interviews by selection committee.

Title: Administrative Intern

Areas of internship: Principalship or vice-principalship

Length: 1 semester

Salary: Regular teaching salary

Year initiated: 1957

Participation: Of the 187 interns who have completed the program, all but 2 have assumed administrative positions. Participants in 1967-68 were 43 men and 17 women--31 on the elementary level and 29 on the secondary level.

ADMINISTRATIVE INTERN PROGRAM

Since its inception in 1957, numerous changes have been made in the Hawaii leadership training program. Changes could be made without too much "lost motion" due to the uniqueness of the Hawaii system of public education--a central system, operating under a state board of education which has responsibilities of both a state board and a local or district board. Pertinent also is the fact that the College of Education, University of Hawaii, is the single agency in Hawaii which trains school administrators. This condition results in very close cooperation between members of the State Department of Education responsible for the selection and assignment of administrative personnel and the members of the Department of Educational Administration of the College. Because many principals now serving in the public schools are products of the College of Education, cooperation and mutual assistance is almost universal. After some years of trial and error, there has emerged a program for the selection and preparation of school administrators which includes the features described below.

Selection of interns. Annually, usually in October, the Personnel Department of the State Department of Education announces the date of examinations for persons who wish to earn administrative credentials. Those eligible to take the examinations must have five years of successful teaching experience and have completed a minimum of six graduate hours in educational administration or supervision. Each semester between 90 and 100 persons are examined. From these, 30 are finally selected for the program.

The battery of tests administered has been revised from time to time, but consistently has had the purpose of identifying individuals with potential leadership abilities. The tests are administered under the direction of the Personnel Division of the State Department. Trained psychologists are responsible for scoring, analyzing, and summarizing the test data.

The summaries are studied by the Committee for Training, Certification, and Evaluation of the State Department of Education. Members of the committee are appointed by the State Superintendent of Public Instruction, and include the Director of Personnel of the State Department, one district superintendent, two supervising principals, an elementary and a secondary school principal, the Dean of the College of Education, and two professors of educational administration. Cutoff points are generally established for a number of the tests. The committee, however, gives most serious attention to the analysis of the psychological and personality factors reported by the psychologists. Written evaluations from five persons who know the candidate's professional qualifications are also studied.

This preliminary screening usually reduces to 40 or 45 the number of candidates to be given serious consideration. At this point, three members of the selection committee are assigned five to ten candidates whom they interview and observe with a view to acquiring additional insights into their qualifications. Final selection is generally made and announced in June. Those selected begin their internships the following September. The Personnel Division, with funds especially appropriated for this purpose by the legislature, employs a substitute for each intern. This frees the latter for full-time participation in the program during the semester.

Selection of intern schools. Members of the Department of Educational Administration of the College of Education hold individual and group interviews with the interns soon after the selections are announced. Specific professional interests are identified; analysis is made of training already received; advice is given regarding course work which might be taken during the coming summer session; and professors and interns begin to develop a personal and professional relationship.

Once the needs and interests of the intern are known, University staff members and personnel officers of the State Department select the schools where the interns will be assigned. These schools will be elementary-intermediate (junior high school), and high school, depending on the intern's goal. Every effort is made to select schools which are administered by highly competent principals. In recent years it has been possible to assign many interns to schools where the principal, and sometimes the vice-principal, have had experience in the intern program.

When the schools have been selected, professors hold individual and group meetings with the principals to discuss broad purposes of the internship and the details of needed experiences. Sponsoring principals and the interns assigned to their schools get acquainted, and the intern begins to learn something of the school to which he will be assigned.

The Intern Program

There are three major divisions of the intern program--the internship itself, the accompanying seminar, and group counseling or sensitivity sessions. Beginning with the opening of school in September the intern spends Monday, Tuesday, and Wednesday of each week in his assigned school. At the close of the first quarter, the days spent at the school are changed to Wednesday, Thursday, and Friday. This is especially significant for those interning in secondary schools where numerous special activities occur on Friday.

The seminar. On the two days of the week when the intern is not at his school, the entire group meets in seminar session. The seminar is conducted by three professors at the University. A classroom at a centrally located school has been provided. This room, which serves no other purpose than for seminar sessions, is both a meeting and a study center. It is equipped with telephones, typewriters, a duplicating machine, and general supplies. Books, periodicals, State Department pamphlets and bulletins, and a wide variety of information journals and documents of national and state significance are assembled for a professional library.

After a period of orientation, the two-day-per-week seminar sessions are planned and conducted by the interns, with the professors serving primarily as resource persons. First meetings are used for exploration and planning. Needs of the group are determined; problems to be studied are identified; and a schedule of topics, use of time, and individual and group responsibilities is established. In general, two interns are responsible for one or more sessions. Two members are responsible for record keeping. At the close of the semester, assisted by all the interns, these recorders provide two copies of a complete record of all sessions, plus individual anecdotal records and copies of papers presented during the semester which report studies and research carried out by individuals and subcommittees of the group. These final compilations usually include illustrations and pictures of work done, places visited, and interns at work.

Flexibility is the rule as far as sessions of the seminar are concerned. On some days the group meets as a whole, while on others members meet in subgroups as elementary, intermediate, or secondary specialists. A day may be spent in visiting and observing away from the meeting place, or it may be spent in study, library work, or writing. The atmosphere of each meeting is informal with social and recreational periods that help each group become a closely knit unit.

Values resulting from the seminar include intimate study of curricular and administrative innovations currently in operation in the schools on Oahu; an acquaintance with spokesman for the many publics in the community; firsthand acquaintance with administrators and specialists in the State Department of Education and the several district offices, and repeated opportunities for each intern to have leadership responsibility and experience in planning and conducting and evaluating seminar sessions.

The internship. Each intern reports to his assigned school during August, and works with the principal in pre-opening planning and preparation. Time is spent studying all publications of the school and every effort is made to acquaint the intern with the general picture of the school and the community it serves.

A field experience check-sheet is furnished each intern and the sponsoring principal. These experiences are divided under the headings: Organization, Operation, Personnel, Instruction, Home-School School-Community Relations, and Central Office. During the course of the semester it is requested of the principal that the intern be assigned responsibility in as many of the areas listed as is possible, giving emphasis to experiences most foreign to the intern's past experience.

At the conclusion of each experience, the trainee completes an evaluation form which identifies the experience in some detail and on which the intern writes a self-evaluation regarding his compe-

(Continued)

tency to function in the area of the experience. At the same time he completes a portion of an evaluation form to be used by the principal. On this latter form the intern again identifies the experience. The form is then completed by the principal who adds his evaluation of the intern in the area experienced. This provides a constantly growing record of experiences and evaluations.

In addition to providing the kinds of experiences called for on the field-experience sheet, each principal is requested to involve the intern in the more difficult aspects of school administration and to explore with him administrative philosophy and concepts, educational philosophies, interpersonal relations and skills, understanding of boys and girls, and the needs of children and society. In general, the principal not only provides administrative experiences for the intern, but becomes his mentor, tutor, and professional guide. Under a skillful principal, the intern often develops from a person unsure, bewildered, and absorbed in detail into one with a growing confidence, a sense of direction, and a feeling of real satisfaction in the area of his responsibility.

Further supervision of each intern is provided by University professors. Each professor takes the responsibility of working closely with approximately one-third of the interns. When circumstances allow, one professor works with those who are interested primarily in the elementary school, one with those at the intermediate level, and the other with the high school group. During some seminar sessions, the interns and a professor work together in these areas. Each instructor generally visits each of his interns at the school at which the latter is assigned each two weeks. These visits last from one to several hours. Often the instructor meets with both the principal and the intern. Experiences are related and problems are discussed. Through his numerous visits to each school, the professor comes to know both the school and the principal and thus is better able to assist the intern. One of the requirements of all interns is that each keep a detailed anecdotal record of each day's experiences. This record provides the visiting instructor with considerable insight into the progress being made by the intern and its notations provide material for cooperative review and planning.

A valuable part of the intern experience is his evaluation of the principal under whom he works. Each intern is encouraged to be very observant and analytical of his sponsor. As the semester proceeds, his observations about the principal, reported to the instructor, give the latter many opportunities to explore with the intern various phases of administrative behavior, both good and not-so-good. At the close of each semester, it is suggested to each principal that he invite his intern to share with him the intern's evaluation of the principal. This is not always done, but when it is, it has invariably been a valuable and rewarding experience for both the principal and the intern. On such occasions the high degree of professionalism that is so often found in school administrators is demonstrated.

Sensitivity sessions. The final phase of the program consists of group dynamics or sensitivity sessions conducted by two psychologists. Each psychologist works with a group of seven or eight interns for a three-hour meeting one evening each week. The purposes of these sessions are primarily to allow the intern to know himself better and to develop skills in interpersonal relations. For many interns this portion of the program has been the most effective.

Upon successful completion of the Administrative Intern Program and 15 graduate hours in administration, curriculum, and supervision, the intern is granted the vice-principal credential. After serving successfully for one year as a vice-principal and earning six more graduate hours, he may apply for and be granted a principal's credential.

Since the inception of the intern program in 1957, almost 200 persons have successfully completed the program and been credentialed. Many of those who were in the earlier programs have now advanced to administrative positions at both the state and district levels, and many are principals in the large elementary, intermediate, and high schools in the state.

(Contributors: John B. Crossley, Chairman, Department of Educational Administration, University of Hawaii, and Joseph Nishimoto, Staff Specialist in Personnel Development and Evaluation, Hawaii State Department of Education)

MESA, ARIZONA
(17,350)

Qualifications: Master's degree; Arizona administrative credential, or completion of same by end of training period; 3 years' teaching experience, with at least one year in the Mesa Public Schools; 25 to 45 years of age; physical examination demonstrating ability to withstand pressures of administration.

Selection: Battery of 7 tests; confidential evaluation from principal or assistant principal; formal application form submitted; interview by selection committee; evaluations based on sessions with university consultants.

Title: Administrative Intern

Areas of internship: Principalships and assistant principalships at all levels; district staff positions, e.g., curriculum specialist; general administration, e.g., business, personnel, research.

Length: 4 to 9 months (depending on university credits granted)

Salary: Regular teaching salary plus $100 per university credit granted

Year initiated: 1967

Participation: Of the 7 participants who have completed the program, 2 have been placed in a leadership position. Participating in 1967-68 were 11 men and 1 woman--6 in principalship positions, 4 as curriculum coordinators, and 2 in central administration.

ADMINISTRATIVE SELECTION AND TRAINING PROGRAM

The purpose of the Administrative Selection and Training Program is to identify potential administrative personnel and to train prospective administrators for the Mesa School District. Trainees who complete this program are given consideration for administrative positions when appointments are made. Assistant principals are encouraged to participate in the program and take the test battery.

By December of each year certificated personnel interested in the program must make formal application on forms obtained from their principals. This form, together with a confidential evaluation by the individual's principal and/or assistant principal, is used by the selection committee to recommend candidates for the testing program. The members of the selection committee are the Superintendent, Associate Superintendent, two assistant superintendents, the Director of Personnel, and two consultants from Arizona State University's Department of Educational Administration.

All candidates selected by the committee for the testing program take a battery of seven tests, developed and administered by the College of Education at the University. The tests include Miller Analogies Test, Kuder Interests Inventory, Cattel 16-Personality Factors Test, Study of Values, English Cooperative Test, Edwards Personal Preference test, and Myers-Briggs Type Indicator Test.

Applicants who take the test battery may also be interviewed by the selection committee to provide further information concerning the applicant's potential for educational administration and admission to the program.

Candidates admitted to the program attend seminars conducted in the spring. This phase of the internship consists of five sessions of two hours each, during which the university consultants work with the candidates to provide simulated administrative experiences with the use of in-basket techniques, case studies, and problem situations. The consultants make evaluations of the trainees' performances in the seminar sessions using an evaluative instrument. The evaluations are designed to give attention to the individuals' skills in perceiving the problems, in decision-making, in organizing the procedure for solving the problems, and in human relations, diplomacy, pervading optimism, acceptance of self and others, as well as his sense of humor, leadership potential, and the type of administrative position he is best qualified for.

In the fall the interns assume their duties in the field recommended by the consultants, and at the same time continue teaching duties on a part-time schedule. Interns are enrolled in the Department of Educational Administration at Arizona State University and receive university credits for the internship, depending upon its length--usually from four to nine months. The intern serves under a school system employee in the position assigned him and performs the kinds of duties required by that position.

No district employee is eligible for consideration for an administrative position without application through the program, but admission to the program does not automatically assure an individual of appointment to an administrative position.

(Contributor: William K. Poston, Jr., Administrative Assistant for Personnel)

SHORELINE SCHOOL DISTRICT, WASHINGTON
(Seattle) (16,766)

Qualifications: Bachelor's degree; pursuing master's degree, with college program designed to satisfy state administrative certification requirements; 3 years' successful teaching experience, including at least 1 in the Shoreline district.

Selection: Letter of application to Intern Committee; recommendations from building principal and college advisor; interview with Intern Committee

Title: Principal Intern

Areas of internship: Elementary and secondary principalships

Length: 1 school year plus 3 days

Salary: Regular teaching salary

Year initiated: 1966

Participation: Of the 12 participants who have completed the internship, 9 have been placed in principalships. Participating in 1967-68 were 6 men--4 on the elementary level and 2 on the secondary level.

PRINCIPAL INTERNSHIP PROGRAM

In recognition of the many complexities of the principalship, the intern program maintained by the Shoreline School District is designed to provide participants with a broad understanding of administrative functions. These understandings are developed by the interns participating in a structured sequence of learning experiences.

Personnel desiring to participate first discuss their intentions with their building principal. Secondly, the candidate submits a written letter of application to the Intern Committee. The letter cannot be dated earlier than January 1, nor later than April 15 in the school year prior to the desired year of training. The letter of application explains the candidate's previous teaching experience, administrative experience, professional responsibilities, community involvements, and goals that will be satisfied by participating as an intern.

The Intern Committee consists of three experienced school administrators appointed by the Superintendent or his representative. They are representative of the levels of instruction in which there are interns participating. Committee members serve a minimum period of one year.

The Intern Committee receives all letters of application. Upon reviewing the letters and interviewing all applicants, the committee recommends six candidates to the Superintendent for approval. If there are two selectees from one school or if the committee anticipates that a problem may arise by having an intern in a particular school, it then recommends that an intern be relocated in a different school for the training period. The Intern Committee also serves as a liaison between the individual's college and the district for planning purposes.

The committee helps coordinate the building intern programs and establishes at least five general meetings for all interns in each training year, as follows:

1. School budgeting and problems of school finance.
2. Human relations: working with peers, teachers, and community groups.
3. Curriculum: innovations, trends, and related problems.
4. Evaluations: evaluating students, programs, and teachers.
5. Special services: communication channels between services, responsibilities of various services, including special education.

The committee attempts to have each general meeting led by an individual well qualified in that area of study. It also establishes necessary dates and programs for a two-day Shoreline Central Office orientation visitation for all interns.

Each intern participates in the training program for one school year plus three days in the school building to which he has been assigned. Two of the three days are at the teacher orientation prior to the formal opening of school. The third day is used to aid the building principal after the formal closing date of school.

During the training school year, the interns' schedules allow them to participate in many functions performed by the building principal. Interns are directed toward assuming a leading role in one or more major area or project. The year's training includes participation in as many areas of administration as possible, of which the following are typical: records; professional and community meetings; personnel evaluation; discipline problems; nonteaching staff relations; program development; textbook evaluations; budget requirements; library programs.

Interns are released from the classroom one day per month or to a maximum of nine days per school year. The released time serves as a planning and evaluation period and as a time for administrative

involvement. In addition to these nine days, each intern is released for two additional days for orientation to central office procedures and personnel. Daily released periods are scheduled individually by the various building principals to facilitate their intern's program needs.

By allowing individuals to participate in the program, the district does not assume the responsibility for the placement of successful candidates.

(Contributor: Lawrence F. Rebo, Assistant Principal, Brookside Elementary School)

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WARREN, OHIO
(14,364)

Qualifications: Bachelor's degree (working toward a master's degree in administration and supervision); 5 years' teaching experience (preferably in school system).

Selection: Educational and administrative tests by Educational Testing Service; application in writing; interview by administrative and teaching team; review of teaching record by administrative team.

Title: Cadet-in-Training

Areas of internship: Elementary and secondary principal and assistant principal, and supervisor.

Length: 1 or more years

Salary: Regular teaching salary

Year initiated: 1954-55

Participation: Since the program was initiated, all 21 persons who have completed the program have assumed administrative positions; in 1967-68, 4 men participated in the program, 2 in elementary administration and 2 in secondary.

CADET TRAINING PROGRAM

The Warren schools started the Cadet Training Program during the 1954-55 school year when it was evident that the need for training potential administrators was becoming acute. There was a large influx of students in the elementary schools at that time and many new schools were built to house this increased student population. Today, the normal promotion to an elementary or secondary school principalship is through the Cadet Training Program.

The program is open to all certificated personnel meeting the educational and certification requirements. Although qualified personnel outside the school system may be considered for appointment to the program, preference is given to certificated personnel presently employed in the schools. Applicants are administered a battery of tests prepared and evaluated by the Educational Testing Service, and the credentials and teaching record of the candidates are reviewed by a committee appointed by the Superintendent. The applicants are also interviewed by a team of administrators, teachers, or any other persons the Superintendent may wish to appoint. Selection is made on a composite score based on the written tests, the personal interview, and the teaching record of the individual.

Once the candidate is selected for participation, a program is arranged by the superintendent for training the cadet. The program is varied as much as possible to meet the needs of each cadet, but emphasis is placed on curriculum development and supervision of instruction. Most of the experiences take place in a school, and the cadet is directly responsible to the person to whom he is assigned for each specific phase of the program. He also attends seminars, workshops, or other programs designated by the Superintendent. The cadet keeps an accurate record of his experiences for submission to the Superintendent or a person he designates. After the intern has completed an assignment, the administrator to whom he is assigned evaluates his potential, and the cadet himself writes an analysis of his experiences. Both are sent to the Superintendent. The Superintendent has the option at any time during the program to return the cadet to the classroom.

When the cadet has finished the program successfully, he may be promoted to an administrative position if one is immediately available. If a position for which he qualifies is not available, he may be returned to the classroom until such time as an opening occurs.

(Contributor: James R. Lewis, Cadet-in-Training)

LIVONIA, MICHIGAN
(32,267)

Qualifications: Master's degree, preferably with some hours in administration, or evidence that such coursework is planned as part of an advanced program; 5 years' outstanding teaching experience, part of which should be in Livonia; reasonable breadth of experience in terms of grade levels and/or subjects taught; demonstrated leadership qualities.

Selection: Application on nomination form; National Teacher Examination and ETS administrative and supervisory examination at appropriate level; interview by system-wide internship committee, which makes final selection.

Title: Administrative Intern

Areas of internship: Elementary and secondary administration

Length: 1 school year

Salary: Regular teaching salary

Year initiated: 1959-60

Participation: Of the 28 participants who have completed the program, 25 have been placed in leadership positions. Participating in 1967-68 were 6 men--3 each in elementary and secondary administration.

LIVONIA INTERNSHIP PROGRAM

Just as student teaching is univerally considered an integral part of initial teacher preparation, the Livonia Public Schools consider the internship experience as a very desirable part of prepration for leadership positions. The Livonia Internship Program is designed to provide opportunities for experienced teachers who demonstrate high interest and potential to spend a year gaining leadership experience under the careful guidance and supervision of the local staff as well as that of the cooperating university (usually Wayne State University). These experiences are considered exploratory and preparatory by both the intern and the schools.

The organizational structure of the program consists of a system-wide committee, leadership teams, the intern's local administrator or supervisor, and a university consultant.

The Superintendent of Schools appoints a system-wide committee to coordinate the program. This committee, under the direction of its chairman, is charged with responsibilities to: (1) recruit and recommend to the Superintendent candidates of promising potential; (2) assign leadership teams for each intern selected; (3) receive and evaluate periodic reports from leadership team chairmen and the university coordinator; (4) make final recommendations to the Superintendent regarding each intern's completion of the program; (5) continually review and recommend improvements in the program; and (6) keep the school system and community informed about the program.

A leadership team, including a chairman is appointed by the system-wide internship committee to give each intern the necessary guidance to assure a rich, balanced experience. The committee includes: the intern's most recent principal; a member of the central administration; the local administrator or supervisor to whom the intern is assigned; and the university coordinator as an ex officio member. An additional member, possessing strengths in a specific area, may be appointed. The major responsibilities of the leadership team are to: (1) diagnose the intern's needs; (2) select major placements for the intern and recommend the general nature of the basic and supplemental experiences to assure a balanced program; (3) meet monthly to review and evaluate the intern's progress; (4) communicate pertinent information to the intern, local supervisor, and system-wide committee; and (5) prepare periodic as well as a terminal report on the intern's progress for the system-wide committee. Each monthly meeting of the intern and the leadership team should include a discussion with the intern of several recent experiences. To be of maximum value, it is imperative that each team and intern agree on the format of the meetings and that sufficient preparation precede each session.

A local administrator or supervisor is selected by the intern's leadership team to: (1) provide specific experiences for the intern using the broad recommendations of the leadership team; (2) provide several conference times each week as well as the numerous daily contacts to evaluate and plan with the intern; and (3) make monthly progress reports to the leadership team.

To further assure the quality of the program, professional services are secured through a contractual agreement with a local university. The university offers academic credits (up to 12 term hours) for interns who are expected to register and complete requirements related to a seminar and to the field experiences. The university coordinator is responsible for: (1) conducting a regularly scheduled seminar; (2) carrying out on-the-job supervision of the intern at least every two weeks; (3) counseling with the intern regarding his professional growth; (4) serving as an ex officio member of the intern's leadership team; and (5) serving as a consultant to the system-wide internship committee.

The specific activities included in the intern's program will be adjusted according to his collegiate preparation, previous experience, general background, and professional goals. Subject to appropriate modifications to apply to individual cases, the program of experiences planned for the intern will include the following dimensions:

Dimension 1

1. Contact with students, e.g., counseling, discipline, observation at levels where no previous experience has been obtained.
2. Contact with teachers, individually and in groups, e.g., instructional improvement activities, other counseling.
3. Contact with administrative staff, e.g., meetings, individual interviews, and informal conversations regarding professional matters.
4. Contact with adult citizens, e.g., planning school-community activities, parent interviews regarding students, routine announcements and explanations.

Dimension 2

1. Activities in which the intern is primarily an observer without responsibility for collecting or analyzing data or making decisions.
2. Activities in which the intern is primarily responsible for collecting, analyzing and reporting data but without responsibility for making decisions.
3. Activities in which the intern participates in decision-making but does not have sole responsibility, i.e., the role of decision-making is shared with a superior.
4. Activities in which the intern is the responsible decision-maker.

Dimension 3

1. Acquaintance with leadership and management functions at the (1) elementary building, (2) secondary building, and (3) central office levels.
2. Visitations to one or more additional school systems.

The internship seminar and the on-the-job assignments are an integral experience, with the seminars serving as an adjunct to, and supportive of, the on-the-job experiences. For this reason, the content of the seminar must remain flexible in order that adjustments may be made to accommodate the needs of the particular intern involved, the needs of the school system, and the special competencies of the professor(s) involved in the seminar. Experiences appropriate for inclusion in the seminar include acquaintance with various aspects and operations peculiar to the school system, larger problem areas identified by the interns as being of particular concern to them, and analysis of actions taken by interns in response to specific circumstances. The seminars are scheduled to meet on the university campus a minimum of 16 class hours each semester, the usual pattern being one double-period session every two weeks. Logs, special reports, and readings are vital parts of this experience. Specific formats and requirements are developed by the professor(s) in charge.

Placement in leadership positions upon completion of the internship program is not guaranteed. Interns must apply for positions in the same manner as other staff members and applicants from outside Livonia. Interns not placed in administrative or supervisory positions are reassigned as classroom teachers.

(Contributor: James W. Cook, Administrative Intern)

SAN DIEGO, CALIFORNIA
(121,878)

Qualifications: Must meet requirements for assignment as certificated employee in district; qualifying score on Graduate Record Examination or hold master's degree and administrative/supervisory credential.

Selection: Written application form; one-half hour interview with administrative panel; recommendations from present and former supervisors; recommendation from head of division for which applying; review of training and experience.

Title: Varies by position

Areas of internship: Any appropriate area from elementary to junior college and in central administration.

Length: Depends on individual progress

Salary: Regular teaching salary plus additional $100-$200 annually.

Year initiated: 1967

Participation: Six candidates have completed the program. Participating in 1967-68 were 31 men and 14 women--22 in elementary schools division, 13 in secondary schools division, 3 in post high school division, and 7 in the central office.

LEADERSHIP DEVELOPMENT PROGRAM

The Leadership Development Program in the San Diego City Schools is an outgrowth of an administrative eligibility program which had been in effect for a number of years. The present program had its inception in 1967.

The program's primary purposes are: (1) to identify candidates with aptitude and ability at an early stage in their professional career; (2) to provide career counseling and encouragement toward graduate study leading to appropriate advanced degrees and credentials; (3) to provide opportunities for professional growth in leadership training assignments; (4) to enable the best qualified candidates to be placed in appropriate leadership positions in the district.

The program is brought to the attention of the staff several times a year through articles in the Staff Bulletin Board, the district's weekly staff publication. Additional notices are sent periodically to principals, asking them to identify and encourage capable members of their staffs to participate in the program.

To be eligible for consideration, candidates must be certificated employees of the district, and must meet one of the following requirements: (1) a qualifying score on the Graduate Record Aptitude Test (a total of 950 for men, 900 for women); or (2) possession of a master's degree and a California administration or supervision credential. There are no requirements with regard to experience, either within or outside the district. If the candidate wishes to qualify on the basis of the Graduate Record Examination, he must make his own arrangements to take the test and to have an official transcript of his score forwarded to the district.

Candidates must also file an official application for the program on forms supplied by the district. Space is provided for information relating to the candidate's present assignment, experience within and outside the district, degrees and credentials, leadership assignments in which he is interested, references, status with regard to the Graduate Record Examination, and a narrative statement of interest and qualifications.

If the candidate meets one of the two initial requirements listed above, he is interviewed by an interview panel representing the division in which he has expressed primary interest, i.e., elementary, secondary, etc. A typical interview panel includes five members--the division head, a regional director, director of assignments, a principal, and a representative of the Personnel Division. Panel members file independent evaluations on the candidates based on the interview.

A review of training, experience, and other information is compiled from official personnel records. Written references are obtained. The division in which the candidate is presently assigned is asked to complete a summary evaluation of the candidate, based on observations of principals and other supervisory personnel.

The head of the division in which the candidate has expressed primary interest reviews the report of the interview panel and other pertinent materials, and makes a decision as to whether the candidate is qualified for placement on the Leadership Development List. Those who are qualified remain on the list for five years or until assigned to a regular leadership position, whichever occurs first. Persons judged not qualified may re-apply in two years.

A variety of training positions are available to candidates. Among these are in-school resource teacher, district resource teacher, advisor, counselor, district counselor, research assistant, and teacher on special assignment. Assignments may be available in schools or in central offices.

Counseling and evaluation of those persons in the program are primarily the responsibility of the immediate supervisor. Regional directors, department and division heads also participate in this process.

Technical coordination of the Leadership Development Program is a responsibility of the Personnel Division. This includes program publicity, processing applications, providing information, arranging for interview panels, obtaining references, and maintaining eligibility lists and current résumés on each candidate. Assignment of candidates to specific training positions, evaluation of performance, and eventual placement of candidates in regular leadership positions are functions of the division in which the candidate is assigned.

(Contributor: Fred T. Foster, Director, Certificated Personnel Services)

* * *

MADISON, WISCONSIN
(32,784)

Qualifications: Orientation phase--bachelor's degree; undergraduate grade point of 2.75; admission in graduate program in educational administration; 2 or more years' teaching experience. Internship phase--Master of Science degree in any field; completion of orientation phase; 3 years' teaching experience in Madison Public Schools.

Selection: Undergraduate and graduate grade point averages; Miller Analogies Test; Watson-Glaser Test of Critical Thinking; Cooperative English Test; College Form; Graduate Record Exam; Edwards Personal Preference Schedule; application to principal; recommendation by principal and central office staff; interview by 3-man committee of administrators including Director of Personnel; interview by university representative; final selection by 3-man committee of Superintendent, Assistant Superintendent for Instruction, and appropriate elementary or secondary director.

Title: Administrative Intern

Areas of internship: Elementary, junior high and senior high school principalships.

Length: 2 years

Salary: Regular teaching salary

Year initiated: 1966-67

Participation: Since the program was initiated 25 interns have completed it, and about 24 percent have been hired for administrative positions. Participating in 1967-68 were 11 men and 2 women--5 on the elementary level, 3 on the junior high level, and 5 at the senior high level.

ADMINISTRATOR DEVELOPMENT PROGRAM

Early in 1966, the Superintendent of Schools and the Madison Board of Education began a study with the University of Wisconsin, Department of Educational Administration, of the feasibility of establishing an administrative development program with the Madison Public Schools. The original intent of this program was two-fold--first to train potential elementary and secondary school administrators in the practical aspects of school administration; and second, to broaden the professional understandings of recently-appointed administrators.

The recommendations of a special superintendent's committee and the University of Wisconsin called for the establishment of a two-phase Administrator Development Program: Phase I, Administrative Orientation, and Phase II, Administrative Internship.

Presently, announcements are made via newsletters and building administrators that applications for inclusion in the program may come from the applicant himself, the building principal, or the central office. Any teacher having served two or more years in the Madison Public Schools is eligible to apply. Formal application takes the form of a letter of interest addressed to the Director of Personnel.

It is felt that no single criterion exists which can be labeled as the "best" predictor of success as an educational administrator. Therefore, a multiple criteria approach is utilized. This multiple criteria approach includes consideration of past academic performance, tests of basic abilities, and assessment during structured interviews.

Undergraduate academic performance has long been used as a predictor of success at the graduate level. Since a Master of Science degree is ultimately required for the administrator's credential, success in a graduate program is required. Those applicants with undergraduate grade points above 2.75 on a 4.00 scale are screened further. For those already taking graduate level courses, a grade point of 3.00 on a 4.00 scale is recommended for further screening.

(Continued)

MADISON, WISCONSIN (Continued)

The nature of the administrator's role requires that he be above the average in intelligence, in the ability to think clearly and logically, and in the ability to communicate effectively both in writing and orally. To test these abilities, applicants are given the Miller Analogies Test, the Watson-Glaser Test of Critical Thinking, the Cooperative English Test, and the Graduate Record Examination. The Edwards Personal Preference Schedule is also included in the initial screening process.

Individual interviews are held as a part of the orientation program. The first of these includes a three-man committee of experienced administrators from the Madison Public Schools, including the Director of Personnel. This committee interviews each prospective candidate utilizing a prestructured, precoded schedule which has both reliability and validity for selection purposes. For the second interview, a University representative reviews with each potential candidate his academic record, test performance, and interview rating and counsels him on the advisability of continuing in educational administration.

Selection is made, on the basis of total data available, by a three-man committee consisting of the Superintendent of Schools, the Assistant Superintendent for Instruction, and the appropriate elementary or secondary director, with consultative assistance from the Personnel Division and the University of Wisconsin.

Phase I of the program is designed to extend over a full academic year during which the candidates are provided with an overview of the administrative roles and functions in the administration of the Madison Public Schools. Two-hour seminars are scheduled and conducted by the Madison Public School personnel in all phases of school administration.

Having identified a pool of prospective administrators, screened these prospective candidates for ability, and provided an instructional program for them, the central administration of the Madison Schools then decides on the selection of the best candidates and their placement. Involved in this phase of the program is the identification of schools and offices where additional help is needed in the form of administrative interns. Due consideration is given to both the ability and the willingness of the sponsoring administrator to provide the candidate with meaningful training experiences.

The role of the intern includes numerous activities--attending lectures and presentations, participating in seminar discussions, visiting with supervisors and other administrators, and performing a variety of work activities. Interns are assigned a .5 teaching load and a .5 internship load, and are required to report one week prior to the opening of school. A calendar of internship activities is kept by each intern and submitted to the University supervisor monthly. In addition, each intern is instructed to explore in depth the possible solutions to a problem amenable to research which might have implications for implementation in the Madison Public Schools.

Evaluation of intern effectiveness is a continuous process by the sponsoring administrator. Visiting several times throughout the year, the University supervisor observes and confers with the intern as well as the sponsoring principal. The University supervisor in turn reports his observations to the appropriate elementary or secondary director.

Interns whose record of performance during the year's experience is outstanding are considered, along with equally outstanding candidates from outside the schools, for placement in positions of leadership in the system. Although satisfactory completion of the internship in no way guarantees placement, the primary objective of the program is to provide a pool of carefully screened, thoroughly trained professional leaders in education. Thus, due consideration is given to situational needs and personal strengths, and assignments are made in accordance with existing policies of the board.

Because of the nature of the program, it may become cyclical in nature, with size of enrollments depending upon such factors as the availability of qualified candidates in all areas of administration, but the purpose of the Administrator Development Program will continue to be the assurance that the future education of the youth of this community rests in the hands of capable leaders.

(Contributor: Victor R. Mutter, Principal, Badger Elementary School)

PARMA, OHIO
(24,156)

Qualifications: Master's degree (or completion within one year of appointment as cadet); 5 years' successful teaching at elementary level, 3 in Parma; qualification for certification as elementary principal within 1 year of appointment; under 40 years of age.

Selection: Letter of application and résumé of training and experience; recommendations from 3 persons, including principal and supervisor; interview with selection committee; classroom observation by 3 competent professionals on 3 separate visits.

Title: Cadet Principal

Area of internship: Elementary principalship

Length: 1 semester

Salary: Regular teaching salary

Year initiated: 1967 (January)

Participation: Of the 7 participants who have completed the program, 6 have been placed in principalships. Participating in 1967-68, were 1 man and 1 woman.

CADET PROGRAM

The Cadet Program, established in January 1967, is open to all qualified and interested teachers in the elementary schools of Parma. Announcement is made in the Inter Com, a Parma City Schools communiqué. At the present time the program is limited to training for the elementary principalship.

The program is administered by the Assistant Superintendent in charge of Curriculum and Research, to whom application is made by letter. An appropriate résumé of training and experience, together with recommendations from the applicant's principal and supervisor and one other person, accompanies the letter. In addition to classroom observations, the teacher is interviewed by a selection committee composed of the Assistant Superintendent, the Assistant to the Superintendent, a supervisor, and an elementary principal.

Each cadet principal is assigned to two schools as well as to the central office to obtain a wider variety of experiences. In addition, a number of school systems are visited during the semester to observe various innovations in operation. A cadet seminar is held every two weeks; in the seminar the cadet principals discuss problems at hand, deal with in-basket situations, and familiarize themselves with educational materials available.

Duties of the cadet principal include as many of the duties of a building principal as possible. Generally, they fall into three categories--improvement of instruction, organization and routine, and school-community relations. Improvement of instruction includes such activities as accompanying supervisors on visitations, demonstration of lessons for teachers, observations of the teaching/learning process, familiarization with evaluative procedures, conferences with teachers for the improvement of instruction, and leadership in faculty meetings. Cadets familiarize themselves with the organization and routines of pupil records and statistical central office reports, scheduling of specialists, the establishment of class rosters and schedules of teachers, board of education policy and local school regulations and procedures, development of necessary bulletins and notices, inventories, responsibilities of principals to custodial and cafeteria managers. In the line of school-community relations, they participate in parent conferences, assist in the preparation of written communications for parents and the community, and participate in PTA activities.

Continuous and cooperative evaluation is one of the major cornerstones on which this cadet program is constructed. This calls for joint, frequently scheduled evaluations involving the cooperating school principal and the intern according to established criteria. In addition, a chairman of the administration department at one of the local universities spends a day with the cadet principal.

The appointment to a cadetship carries with it the possibilities of promotion, in due time, to a principalship or return to the position similar to which he left. Successful candidates are interviewed by the Superintendent at the conclusion of the cadet program for possible administrative appointments.

(Contributor: Dionizia Palazij, Elementary Principal)

SPRING BRANCH SCHOOL DISTRICT, TEXAS
(Houston) (29,101)

Qualifications: Master's degree and certification in administration (or a designed program for such); 5 years' teaching experience in field for which candidate is applying; demonstrated professional leadership capabilities.

Selection: System-constructed exam for administration; application submitted for specific position; interviews by evaluation committee of 6 practicing administrators; recommendations of Superintendent, principal, and other administrative personnel.

Title: Elementary or Secondary Principal Trainee, or Elementary Supervisor Trainee

Areas of internship: Elementary and secondary principalship or supervisorship.

Length: 1 semester

Salary: Regular teaching salary

Year initiated: 1958

Participation: All 15 of the participants to date have been placed in administrative positions. Participating in 1967-68 were 2 women.

INTERNSHIP PROGRAM

Spring Branch Independent School District began a leadership development program in 1958. Because of the rapid growth within the district, there was a demand for administrative candidates to serve as principals and supervisors for the new schools under construction. At present, the school district administers programs only for the positions of elementary and secondary principal and elementary supervisor. The district cooperates with internship programs administered by the University of Texas and the University of Houston.

It is the policy of the district, after determining what openings in administrative positions are anticipated, to announce by way of memorandum that applications are being received for these positions. Even though some of the administrators in the past have not been "home grown," the administration encourages the development of its own personnel.

After a candidate has submitted an application, complete with references and transcript if not already on file, the Deputy Superintendent for Personnel gathers additional information pertaining to the candidate's character and ability. A system-constructed test is given to help determine leadership ability and to screen applicants. A team of administrators, usually including the Deputy Superintendent for Curriculum and Instruction, the Deputy Superintendent for Personnel, the Executive Director for Elementary Schools, the Director of Language Arts, and two elementary principals, interviews and rates the candidates.

After candidates have been selected by the team of administrators, a recommendation is sent to the Superintendent for his approval and then to the Board of Trustees for its approval. The candidates are assigned for one semester either to the Executive Director for Elementary Schools or to the Secondary Director and to a college advisor from the University of Houston or the University of Texas, depending upon where the candidate has enrolled for the university training program. Together the semester's program is arranged and planned.

The first two or three weeks are spent getting acquainted with the central office administration, its duties and services. Next the trainees are assigned to individual buildings to acquaint themselves with the office operation and the guidance of the instructional program. These assignments vary so that the trainees may have the opportunity to observe in several schools. The duties of the trainees vary according to the building principal. Upon completion of the training program, the candidates are assigned to the building in the attendance area where they will be located in order that they might familiarize themselves with permanent record folders, teachers, and actual operational techniques.

At the end of the semester, the trainees are evaluated by the respective principals, the advising professors, and the Executive Director for Elementary Schools, on the basis of the following:

1. Leadership ability expressed during the training period.
2. Ability to work with others.
3. Adaptability to routine and schedule.
4. Understanding of discipline in regard to the instructional program.
5. Understanding of the instructional program and philosophy of the district.

The candidates are then presented to the superintendent and to the Board of Trustees for final approval and appointment. Since interns are selected and assigned to the internship program only

after specific openings are present, assignment to a specific administrative position is immediate if he is successful in the program. The internship carries 6 hours of graduate credit.

(Contributor: Joan E. Whitten, Principal, Spring Shadows Elementary School)

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BROWARD COUNTY, FLORIDA
(Ft. Lauderdale) (90,001)

Qualifications: Master's degree; certification in administration, supervision, and elementary education; 5 years' successful teaching experience, the last 2 in elementary education in the system; maximum age of 50 at time of application.

Selection: National Teacher and Graduate Record examinations; written statement of background and personal philosophy; interviews by Intern Selection Committee; recommendations of principal and supervisors.

Title: Intern Principal

Areas of internship: Elementary administration and supervision

Length: 45 class hours over one school year

Salary: Regular teaching salary

Year initiated: 1961

Participation: Of the 75 interns who have participated in the program, 32 have been placed in administrative positions. Participating in 1967-68 were 11 men and 6 women.

ELEMENTARY LEADERSHIP DEVELOPMENT PROGRAM

The quality of leadership in a school system has much to do with the success of the program offered boys and girls. To insure a continuous, evolving, creative, quality program, the Broward County Board of Public Instruction has instituted a systematic procedure for selection and development of potential candidates for instructional leadership--the Elementary Leadership Development Program.

All administrative personnel in the school system are urged to encourage and recommend qualified individuals for the program; individual teachers also may apply directly. Applications are to be made to the Superintendent of Schools by October 1 of each year.

Each applicant who meets the initial screening requirements is given an oral examination by the Prospective Principal Selection Committee, which consists of the Superintendent or his representative, the assistant superintendents for instruction and business, the directors of employee services and elementary schools, and the chairman of the elementary organization. Among other things, this examination is aimed at determining:

1. How does the candidate react in a committee situation?
2. Can the candidate communicate effectively?
3. Does the candidate have short and long-range goals and are they expressed well?
4. Does the candidate have confidence in his own abilities?

Those candidates selected by the Prospective Principal Selection Committee are given intensive training by the Department of Elementary Education in all phases of elementary work. The class meets once a week beginning the first week in November of the school year. At the end of the training program, each member of the Prospective Principal Class undertakes a written examination given by the Department of Elementary Education during the last week of April. This examination covers the total elementary program.

By May 1 of the school year, the Prospective Principal Selection Committee submits to the Superintendent a list of prospective candidates for the position of intern principal. An annotation accompanies each name to give a complete picture of the candidate. The list is ranked in priority order based on the committee's evaluations, observations, recommendations, personal interviews, etc., throughout the school year.

The candidates selected serve a minimum of one year as an intern principal in elementary schools, supervised by experienced principals.

(Contributor: William C. Drainer, Director of Elementary Education)

UTICA, NEW YORK
(15,200)

Qualifications: 15 hours of graduate work, 3 years of public school teaching; 42 years of age or younger (may be waived if applicant has earned 3 graduate credit hours in a 3-year period), excellence as a teacher.

Selection: Submission of Miller Analogies Test score; written statement by applicant; interview by screening committee; letters of recommendation; review of graduate and undergraduate scholarship.

Title: Administrative Intern

Areas of internship: Elementary and secondary principalships

Length: 1 year

Salary: Regular teaching salary

Year initiated: 1967 (January)

Participation: Of the 6 participants who have completed the program, 4 have been placed in principalships. Participating in 1967-68 were 3 men and 1 woman.

ADMINISTRATIVE TRAINING PROGRAM

The Administrative Training Program in the Utica Public Schools, which began in January 1967 as a one-semester project for six interns, was expanded in the 1967-68 school year to a two-semester program, and the number of interns was reduced to four. For a yearly fee, the staff of the School of Education, Syracuse University, conducts preservice and regularly-scheduled in-service seminars for the interns; supervises the interns at their assignment schools; consults and confers with the building principals to assist them in establishing an effective, cohesive administrative team approach; evaluates the interns; and makes available the facilities of the University for the intern program. The University also makes available to the interns a six credit hour summer seminar on the administration of urban schools, with the cost of this course borne by each trainee.

After completing a preservice phase of the program with Syracuse University in September, the interns are assigned to separate schools and principals for the remainder of the school year. The entire project has been carefully planned and executed by the joint efforts of the Utica school district administrators, the professors at Syracuse University, and the trainees themselves. The roles of all individuals in the internship structure are carefully defined and delineated and yet sufficient latitude and flexibility are built into the program to maximize professional growth.

The scope and sequence of duties performed by the trainees are broad and varied, ranging from supervision of the instructional program to the more perfunctory tasks of office management. With exposure to the entire spectrum of school responsibilities, interns are taught the sophisticated skills of establishing priorities on their time, relegating tasks of lesser importance to a lower position on the priority list, and focusing energies and talents on the more vital issues of education. Succinctly stated, the thrust of the program is on the leadership role of the administrator and his place in the decision-making process.

Both the principals and the trainees who participate complete a critical evaluation of the program. One intern in the initial program made this observation: "This experience has been a very rewarding one for me even though I had a number of years experience as an administrator in a central district." A second trainee evaluated the program as follows: "The administrative intern program has proven to be a wonderful experience. It has given me the opportunity to face various administrative situations and handle them as though I were the principal. The opportunity to make judgments, interact with other personnel is needed; the program afforded me this opportunity."

The principals, too, were enthusiastic. One stated: "The internship has been of great value to us: the observations and evaluations rendered by the staff from Syracuse University have helped us to uncover our own areas of weakness and strength." Another principal has this to say: "The interns gave us added help that more than compensated for the time we devoted to this program." The district, too, has profited by the program, as the following benefits were realized:

1. Introspective evaluation by school principals has resulted in better performance of their duties, in the more scrupulous attention to how their time is spent.

2. Discernible professional growth has taken place in the trainees with the emergence of a new self image and a higher degree of sophistication.

3. The development of an "open climate" of communication between professionals has resulted in a more frank appraisal of the role of the administrator as he acts and interacts with teachers, students, and other groups.

4. The educational process in the cooperating schools was strengthened through the services rendered by the potential administrators.

5. The establishment of an excellent relationship with a large university has enhanced and broadened the image of the school district.

6. A supply of trained and tested potential administrators to meet the immediate needs of the Utica Public Schools is assured.

(Contributor: Edward J. Perry, Deputy Superintendent for Personnel)

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ABC SCHOOL DISTRICT, CALIFORNIA
(Artesia) (14,411)

Qualifications: Graduate grade point average of 2.5; possession of administrator, supervisor, or pupil personnel services credential, or serious commitment to a program for one of them.

Selection: Application submitted by candidate; recommendation of immediate supervisor; approval by screening committee composed of 1 board member, 2 district administrators (1 from personnel office), 1 principal, 1 teacher, and 1 university instructor from the course.

Title: No special designation

Areas of internship: Elementary and secondary administration, supervision, and pupil personnel services

Length: 1 year

Salary: Regular contractual salary

Year initiated: 1967-68

Participation: In the first year of operation the program enrolled 26 men and 6 women.

ADMINISTRATOR DEVELOPMENT PROGRAM

Because the significant growth expected in the district will create a need for a number of able and well-prepared administrators during the coming years, a program for the identification and development of capable district personnel at all levels was planned and presented jointly as a pilot project during the 1967-68 school year by the school district and California State College at Fullerton.

Teachers who either have already earned an administrative, supervision, or pupil personnel credential, or who are seriously committed to one of these programs, as well as principals and other administrators at all levels who could benefit from an opportunity to improve professional competencies, are eligible to enroll in the seminar program. Acceptance by the principal or immediate superior of a trainee to work in the specified experimental position is required, and these administrators are also urged to enroll in the seminar so that the teacher and principal can work together throughout the course.

Three instructors, representing elementary and secondary administration, from the Education Administration Division of California State College conduct a seminar in cooperation with the district representatives; outside consultants are also selected to meet with the class as authorities in special fields. About 30 three-hour sessions are conducted during the school year. Anywhere from one to six sessions are devoted to such topics as administrative organization, legal problems, personnel administration, curriculum and instruction, human relations, the guidance program, school finance, the school plant, community relations, educational leadership, and the basic concepts of education.

Teachers who participate in the program are given a diversity of carefully specified administrative experiences. At the elementary level, the school principal uses the trainee as a teaching assistant principal. At the junior high and senior high school levels, in addition to changing teaching levels, some of the trainees acted as counselors, attendance supervisors, disciplinary vice-principals and assistant principals. In all cases trainees are given as broad an experience in all phases of school administration, supervision, or guidance, as their time permits. They also may be called upon to perform a summer project in an area that differs from regular school year operation. Each trainee has the opportunity to work at more than one school or more than one level of education.

Participants who successfully complete the program form a pool of qualified and trained professional personnel for future administrative openings in the district. Both teachers and administrators who participate earn six units on the district salary schedule for which they pay $19 a unit when enrolled in the course.

(Contributor: Charles C. Vernon, Assistant Superintendent, Educational Services; and Douglas S. Wolfe, Administrative Assistant, Educational Services)

SANTA CLARA, CALIFORNIA
(23,468)

Qualifications: California teaching credential; 2 years' successful teaching experience in the district.

Selection: Formal application; recommendation from building principal; Miller Analogies Test score

Title: Administrative Candidate when accepted; Administrative Trainee if advanced.

Areas of internship: Elementary and secondary principalships

Length: 2 years

Salary: Regular teaching salary

Year initiated: 1966

Participation: Of the 11 persons who have completed the program, 9 have been placed in a principalship. Participating in 1967-68 were 18 men and 3 women--15 on the elementary level and 6 on the secondary level.

ADMINISTRATIVE TRAINING PROGRAM

Every effort is made in the Santa Clara Unified School District to provide an avenue within the district for additional professional training as consideration for promotion. An Administrative Training Program, directed by a committee of administrators representing both the elementary and secondary levels, is the vehicle provided for this purpose.

Upon admittance to the program, the applicant is recognized as an administrative candidate. A member of the Administrative Training Committee is then assigned as his counselor. The counselor, an administrator in the same field of interest as the candidate, is responsible for helping to guide the aspirant into worthwhile administrative experiences. At the same time the candidate's principal is advised of the acceptance and his help is enlisted to provide experience on the local building level. Throughout all phases of the program, the candidate is required to keep a log recording his experiences. In addition, he is responsible for securing adequate written evaluations of his growth in administrative potential.

Periodic evaluations of each candidate are made by the Committee--at least once each year. If and when a candidate has satisfied the Committee of promising administrative potential and if he holds an administrative credential, he is then advanced to the status of administrative trainee.

When an administrative opening occurs in the district, the committee may recommend one or more trainees to the principal or department head. If a trainee is selected for a vice-principalship, he is known as a "training vice-principal" for the period of one year and receives an additional $200 salary. At the conclusion of a successful year, he is promoted to assistant principal and placed on the administrator's salary schedule. In the event the district decides that no trainee is qualified for a particular position, applications are considered from outside the district.

The primary objectives of the Administrative Training Program can be stated as follows: (1) to provide a meaningful experience within the local school setting; (2) to broaden experiential background training; and (3) to increase the number of people that can contribute to the evaluation of candidates.

The first objective is realized within the candidate's immediate school setting. The building principal works directly with the candidate, assigning him administrative tasks that seem feasible in the particular situation. Tasks could include such diverse activities as student activity planning, budget planning, student counseling, inventories, curriculum evaluation and change, and special studies.

Broadening experiential background, the second stated objective, is wider in scope. This might include some leadership roles in district-wide action involving curriculum studies, opportunities to become involved in programs which receive federal funding, work in the public relations areas, administrative seminars within the district, and even some experience in interviewing and evaluating candidates for teaching positions.

The third objective of the program is to expose the candidate to wider district scrutiny. Besides working with his immediate building principal, the candidate is encouraged to avail himself of the opportunities offered that allow him to work with other district administrators. In this manner a broader base can be established for evaluation of the individual candidate, making the situation more equitable for the district and the candidate.

It must be noted that no guarantee of promotion is made to the trainee. The district promises only that trainees will be considered for appropriate positions. Factors such as personal characteristics, technical competence, and conceptual skills have priority over seniority and credential in

the selection procedure. However, it should be further noted that participation in the program helps prepare personnel for positions outside the district as well as within.

As the program progresses, it is constantly being evaluated and hopefully improved. Thus far the program has served a two-fold function successfully; that is, it has supplied the district with a source of future administrators and specialists, and it has provided a natural outlet for professional ambition in terms of promotion for district personnel.

(Contributor: Robert L. Feliciano, Teacher-Administrative Trainee)

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GRANITE SCHOOL DISTRICT, UTAH
(Salt Lake City) (59,735)

Qualifications: Master's degree; 3 years' experience in Granite School District; not over 45 years of age.

Selection: Miller Analogies Test, English mechanics test, vocabulary test, Minnesota Teacher Attitude Inventory, Strong Vocational Interest Inventory, and Edwards Personal Preference Schedule; interviews by administrative personnel; recommendations from professors, principals, and supervisors.

Title: Trainee in Program 1
Intern Principal in Program 2

Areas of internship: Principalships

Length: 1 year

Salary: Trainees receive regular teaching salary. Interns receive additional stipend--amount not reported.

Year initiated: 1965-66

Participation: Since the program was initiated, 10 have completed the program and 7 have been placed in administrative positions. Participating in 1967-68 were 5 men--2 each as senior and junior high school intern principals, and 1 as district office director of the driver education program.

LEADERSHIP DEVELOPMENT PROGRAMS

No longer are certain courses sufficient within themselves to guarantee effectiveness in educational leadership. Courses must be related to practice to insure adequate training. The University of Utah and many of the larger institutions have developed well-formulated plans for training those whom they wish to recommend for school leadership.

The Granite School District has been among the most active of the local districts which have cooperated with the University of Utah in the development of programs for the selection and training of potential administrators. Three cooperative programs are currently conducted, as follows:

1. A leadership training program to prepare prospective candidates for administrative positions.
2. An internship plan to combine theory and practice for the prospective administrator and/or administrator in service.
3. An executive development plan geared to train principals already in service.

1. Leadership Training Program. The major purpose of this program is that of providing a certain kind of educational experience for prospective school principals. This course is part of a total identification, selection, and training program of candidates for administrative positions in the various local school districts in cooperation with the University. It is also designed to afford specific information concerning the responsibilities of the principal. The word "training" is not used in any narrow sense, but the entire program may be considered as a capstone to any formal educational curriculum pursued by students majoring in educational administration.

The leadership training program was designed to assist districts in the identification and selection of potential trainees for administration. The program includes a training in communicative ability, record keeping, curriculum development, group leadership development, perceptual training, motivational patterning, and assessing power structures.

The training course includes classwork devoted to such subjects as philosophical perceptions of the administrator, administrative theory, social psychology, principles of administration, administration of special problems, financial support, supervision, and role of PTA in school administration. The assignments for the course are situationally oriented and may be grouped under the four following headings: administrative case problems, conceptual problems, a job experience, and in-basket materials. Finally, an examination is given which deals with administrative problems generally and, in particular, with administrative problems in a school situation.

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GRANITE SCHOOL DISTRICT, UTAH (Continued)

Empirically, the selectees from this program have been followed into the administrative field and have been found to measure up to effectiveness on the job. The value of this program resides in the fact that it gives insight for selecting and counseling candidates for school administration. This program as a device for selection and training seems to be a big step forward toward general leadership improvement. The selection program seems to show a better than chance ratio in selecting, appointing, and training candidates for adminisration.

2. Internship in Educational Administration. This program is designed to allow graduate students in educational administration to become involved in decision-making situations. The program of experiences for the internship vary according to the needs of each intern. In fact, each program is "tailor-made" to fit the qualifications and competencies of the intern and the school systems involved. Candidates with no administrative experience may be placed with secondary and elementary principals and be given firsthand experiences in the operations of the central positions in a school system. Candidates with administrative experience are placed with school leaders in assignments where the candidate has had no experience. The total experiences of the internships could be divided into several parts:

a. One part of the program is the observation phase. In this phase the intern analyzes the practices, evaluates the observations, and develops a theoretical framework of operation as a result of the observation experiences.
b. A second part of the internship begins with the candidate's participation in actual operating situations under guidance and direction of a cooperating agency or school system. Normally, the professor visits the intern on the job and confers with administrators and others with whom the intern is working. Whenever possible and practicable, the local administrator(s) and the college professor(s) participate in special seminars with and about the intern.
c. A third part of the internship is a combination of course work and an internship. This means that the intern assumes a part-time responsibility on the job and a part-time course work assignment at the university. In this program, the opportunity for internship is granted to a candidate who is in the final stages of obtaining a doctor's degree. The district plays an important role in helping to select people for internships from the school system.

3. Executive Development. With the expansion of the principalship throughout the twentieth century, increased inservice training of principals is a necessity. During the last decade a rather new approach has been taken toward the inservice training of principals. It had been found that beginning principals had learned more about the administration process from books rather than from an extended or meaningful experience. The beginning principals had heard of exciting theories about administration but had become frustrated when they tried to put them into practice. It became obvious to the University's Department of Educational Administration and local school leaders that administrators must have some sort of "an additional" preparation in basic operation for the best results in administering a school. Therefore, a course was designed for executive development. The motivation given for this course was the request for inservice training of the principals in the area.

The general purpose of this course is to develop insights for a proper perspective of the principal's role in many administrative categories. The course is designed and constructed to show a pattern of relationships which are harmonious with proper perspectives. This means that the welfare of the school is a function of the principal's perspective of his role and how he operates within this framework. Failure to see a proper perspective is likely to lead to an over-emphasis on one function and/or the underdevelopment of another. The course was developed to include several objectives: (1) to review the general nature and scope of modern educational administration; (2) to review new research findings in the principalship; (3) to review relationships existing between the principals and that of central administration and teachers; (4) to study principles and techniques of supervision; (5) to analyze communicative techniques and public relations media; and (6) to consider evaluation designs in the apparent leadership role of the principal. The classes were organized around discussion topics developed from group and individual requests.

The profession of the principalship has its share of complexities, but through a course of this kind it is hoped that a new perspective can be viewed for better techniques of administration. The course seeks to show a few matter-of-fact inservice procedures and techniques for helping a principal gain greater insight into his proper leadership role.

(Contributor: Ted T. Peterson, Deputy Superintendent for Personnel)

WAYNE, MICHIGAN
(19,484)

Qualifications: Master's degree; above-average undergraduate academic record; 3 years' teaching experience, including at least one in Wayne Schools in school or program for which applicant expects to provide leadership.

Selection: Application to Personnel Office; some formal testing; screening of applications by review committee.

Title: Intern (preceded by name of position for which interning)

Areas of internship: Elementary and secondary principalship and assistant principalship, curriculum coordinators and directors, coordinators of special areas (subject areas; vocational education; guidance, counseling, testing; pupil personnel; instructional materials; library services; continuing education)

Length: 1 school year

Salary: Regular teaching salary in Phase I; in Phase II, 10% of base salary added.

Year initiated: 1962-63

Participation: 62 participants have completed Phase I; 35 have completed Phase II and been placed in the positions for which they were trained. Participating in 1967-68 were 6 men and 2 women--3 elementary assistant principals and 1 secondary assistant principal, and 1 each coordinator of reading, coordinator of special education, assistant director of personnel, and coordinator of state and federal programs.

ADMINISTRATIVE AND SUPERVISORY TRAINING PROGRAM

On January 14, 1963, the Wayne Community School District Board of Education approved an administrative and supervisory training program for instructional personnel. The training program encourages on-the-job training of personnel for leadership positions.

The program consists of two phases. Phase I, for administrative trainees, is carried out under the supervision of the Assistant Superintendents for Instruction and Administration. Phase I consists of a series of weekly seminar meetings covering all aspects of supervision and administration, including the psychological and philosophical foundations. The administrative trainees continue a full teaching load. The weekly seminar sessions are from 3:30 to 5:30 P.M. on a selected day of the week. The trainees serve without additional remuneration. No definite promises are made to any trainee that he will be appointed either as an administrative intern or assigned to an administrative position. The basic purpose of this Phase of the program is to discover those who show promise for administrative leadership.

Candidates who complete Phase I of the program are evaluated by the Assistant Superintendents for Instruction and Administration and the Director of Personnel. They are recommended for participation in Phase II as the need arises by a review committee consisting of the above mentioned administrators and two principals, subject to the Superintendent's approval.

Phase II of the program is for administrative interns and is carried out in cooperation with the Wayne State University program for administrative internship. The intern is released from all teaching duties for one school year and is assigned to a local principal or other supervisor. The local supervisor assists the intern in securing practical experience in all appropriate areas of administration, and the intern maintains the same working hours as the regular administrative staff. In addition to local supervision, the candidates must enroll in a special internship course at Wayne State University and are placed under the direction of the university personnel assigned to the course.

The structure of the internship program involves consideration for three basic dimensions: (1) people, (2) activities, (3) levels of responsibility. For example, in the people dimension, the school administrator intern deals with certain groups--pupil ineracting with other pupils in the total school environment, teachers, parents and adult citizens, and other administrators and subordinates. The intern should have experiences in observation since observation reflects what he sees and what is happening. An administrator collects data, interprets data, participates in decision making, makes decisions and implements them at an operational level; the intern should make responsible decisions and have these activity experiences. The intern should have some connection with administrative levels other than his own internship. Ideally, he should deal with elementary, junior high, senior high, and central office administration.

The intern maintains a log showing exactly how he spends his time, and classifies these duties in accordance with an outline. In the log he reflects not only what he has been doing, but also obstacles encountered, help needed, and how he feels about what he has been doing. These last areas are considered privileged information between the university coordinator and the intern. The university coordinator holds 16 one-hour conferences with the intern throughout the year. The university

(Continued)

WAYNE, MICHIGAN (Continued)

coordinator also observes the intern exercising leadership in different group roles. It is intended that the intern's role is helping a group apprehend its purpose, helping it stay on a track, evaluating group progress, conducting a faculty meeting, or chairing a building group.

Three written reports are required throughout the year, with due dates of December 1, February 1, and April 1. The progress reports indicate whether or not the intern has been deeply involved, superficially involved, or other status of involvement. Within the local school district, the assigned supervisor spends at least one hour per week in a face-to-face conference with the intern, evaluating his progress in terms of specific items. A self-evaluation by the intern is presented to the university coordinator.

(Contributor: Walter E. Henke, Director of Secondary Education)

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ELYRIA, OHIO
(12,502)

Qualifications: Master's degree or completion within one year; 5 years' successful teaching experience (last 3 in Elyria Public Schools); hold professional teaching certificate; qualification for certification as elementary principal within 1 year; preferably under 40 years of age.

Selection: Letter of application with appropriate résumé of experience and training; recommendations from 3 individuals, including a principal and supervisor; interview by selection committee.

Title: Cadet Principal

Area of internship: Elementary principalship

Length: 9½ months

Salary: Regular teaching salary plus $250

Year initiated: 1967 (August)

Participation: One participant has completed the program and has been appointed to a principalship.

CADET PRINCIPAL PROGRAM

The cadet principal program in the Elyria City School System began in August 1967 as the result of a recognized need for training experience opportunities within the system for future principal candidates.

In the spring, an announcement in the school system's communication bulletin notifies the teachers of the vacancy in the position. Those interested must write a letter of application to the assistant principal, submit an appropriate résumé of training and experience, and submit recommendations from three individuals (including one principal and a supervisor). A selection committee composed of the Assistant Superintendent, an elementary principal, and others interviews the candidates. The decision regarding appointment is based on the recommendation of the selection committee.

The cadet principal is responsible to the assistant superintendent, whose duty it is to select, assign, and evaluate the cadet principal.

The cadet is assigned to two large elementary buildings in addition to experience at the central office. This experience in the 1967-68 school year included working with the Elementary Education Coordinator in the area of math curriculum.

The cadet is free to adjust his schedule to fit the demands of his duties. The time is divided approximately equally between the two assigned buildings, and each is usually visited daily. The principal under whom the cadet is training should be willing to accept the responsibility to train the cadet and provide a wide variety of training experiences. These include participation in curriculum development and improvement; observation of teaching; familiarization with evaluation procedure; conferences with teachers to the end that instruction is improved; leadership in faculty meetings; familiarization with specific functions of special services such as art, music, psychological services, audiovisual, etc. Some specific duties are: completion of required statistical office reports, scheduling of specialists, development of bulletins and notices, preparation of inventories, participation in PTA activities and parent conferences, maintenance of discipline, and provision of guidance services.

The cadet is evaluated by the building principal and his degree of success is discussed with the Assistant Superintendent. It is understood that appointment to the cadetship carries with it the possibilities of promotion, in due time, to a principalship, or return to a position similar to that which he left. Successful candidates are interviewed by the Superintendent at the conclusion of the cadet program for possible administrative appointments.

(Contributor: Gerald C. Gubeno, Principal, Gates Elementary School)

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM,
TENNESSEE (Clarksville) (13,845)

Qualifications: B.S. degree (M.A. preferred); certification in Tennessee; administrative experience preferred; young enough to profit from program in future years of service.

Selection: Nomination by local superintendent; selection by REACHIGH Executive Committee

Title: Administrative Intern

Areas of internship: Secondary principalship and general administration

Length: 1 year, with possibility of reappointment for a second year

Salary: $7,500 a year

Year initiated: 1967

Participation: The first 2 interns are still in the program.

PROJECT REACHIGH ADMINISTRATIVE INTERNSHIPS

Under the auspices of Project REACHIGH, a Title III program serving 17 school systems in 16 counties of the Highland Rim Area of Tennessee, two administrative interns have been employed--one as an intern to the principal of Clarksville High School and the other as an intern to the Superintendent of Schools of the Clarksville-Montgomery County School District. The interns are selected from school personnel employed by the 17 systems in the REACHIGH project. Nomination of the interns is made by the local superintendent, with the final selection by the REACHIGH Executive Committee.

In order that the internship program may make a substantial contribution to the professional education of future school administrators, attention and careful thinking and planning are devoted to the quality of the experience provided by the sponsoring organization. The basic purpose of the internship is to provide opportunity for an intern to exercise administrative responsibility in a manner consistent with sound administrative theory. The internship program is developed on the basis of mutual respect and cooperation. To achieve a mutually satisfying relationship, the sponsor needs to exercise leadership in the following areas:

1. Create the best environment possible in order to help the intern grow and mature during the internship period.

2. Devote much time to discussing techniques and basic theory relating to the specific responsibilities carried by the intern.

3. Keep a daily record of the intern's experiences for use in evaluation. Anecdotal records must be kept.

4. Regular conferences should be scheduled every four to six weeks.

5. Special effort should be made to relate practice with the best in administrative theory in order to enhance the professional growth of the intern.

The interns follow approximately the same work schedule as that of their administrators in the offices in which they are assigned. Specific duties are assigned to the intern by the sponsoring administrator; such duties are of a truly professional nature, requiring mature thought, deliberation, and decision making. Examples of tasks assigned might include assisting in preparing the budget, conducting an inventory of school supplies and equipment, helping in defining the scope and aims of the curriculum, studying and making recommendations about utilization of buildings, coordinating the work of curriculum specialists, and helping provide inservice training for the teachers. The internship program provides for experience in at least the three areas of educational services, business management, and public relations.

The coordinator of centers for Project REACHIGH acts as general supervisor of the internship program. Specific supervision comes from the sponsoring organization. The coordinator participates in certain planning and evaluation committees. It is his duty to work cooperatively with the sponsor and intern in order to assure that the internship experience maintains a high quality of educational experiences. This person schedules conferences with the interns and visits the intern to see him at work.

The appraisal of the internship is a continuing process, utilizing such devices as joint conferences, adequate records of experiences, and interim and final reports. Evaluation and planning are complementary functions. Good planning establishes tentative criteria for evaluation, and evaluation redirects planning. Evaluation is a cooperative process involving as partners the sponsoring agency

(Continued)

CLARKSVILLE-MONTGOMERY COUNTY, TENNESSEE (Continued)

and staff of Project REACHIGH and the intern. In order to facilitate adequate evaluation, the following functions are performed:

1. The intern prepares a "guide" consisting of the purposes which he desires to achieve from the internship.
2. The intern keeps a daily log of his activities in the three major areas of educational services, business management and public relations.
3. Frequent and incidental conferences are planned by the sponsoring agency.
4. Staff members of Project REACHIGH visit the intern at frequent intervals.
5. The sponsoring agency writes a final evaluation.
6. A final evaluation conference is held.
7. The sponsoring agency keeps anecdotal records.
8. An evaluative instrument will be developed cooperatively by the intern, based on his stated objectives, and the sponsoring agency and the coordinator of research and evaluation of Project REACHIGH. A conference will be held to determine what criteria and techniques should be developed and applied to evaluate the internship program, as well as the intern.

(Contributor: Carlton Robbins, Administrative Intern)

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SPRINGFIELD, ILLINOIS (21,318)

Qualifications: Master's degree in educational administration; 3 years' successful teaching experience.

Selection: Administrative and supervisory examination of Educational Testing Service; formal application by personal letter stating qualifications and interests; interviews by committee of teachers and administrators, or by committee of supervisors; recommendations by department head and building principal.

Title: Administrative Trainee

Areas of internship: Elementary, middle, and high school principalships and assistant principalships.

Length: Indefinite; until selected for administrative position--usually 2 or 3 years.

Salary: Regular teaching salary plus $200

Year initiated: 1960-61

Participation: Of the 19 trainees who have completed the program, approximately 80% have been placed in administrative positions. Participants in 1967-68 were 6 men and 1 woman--6 elementary principals and 1 in high school administration.

LEADERSHIP TRAINING PROGRAM

During the early 1960's it became apparent to the board and administration of Springfield School District #186 that a number of their capable administrators were nearing retirement. In addition, our schools were experiencing a period of rapid growth which necessitated the construction of new schools. A number of principals pointed out that to hand an individual a set of building keys or to place him in a given job with only his professional collegiate training as a background was cruel indeed. It was not doubted that capable and deserving young aspirants were already on our staff, but no means of identifying, training, and selecting these individuals had been devised. The superintendent, along with other staff members, set about designing a program for leadership development. The board of education approved the project and appointed the first five trainees during the school year 1960-61.

Announcements were made to all staff members that the district would welcome applications from all qualified individuals interested in any of a variety of administrative and supervisory positions. Some positions would need filling immediately, but the larger proportion would specifically be announced as the vacancies occurred and, if possible, filled from a roster of trainees to be selected for participation in our leadership program.

Trainees are selected on the basis of a composite of information from the administrative and supervisory test and letters of evaluation from their supervisors. Each year brings new applicants and new appointments both to the program and from the program to leadership posts.

In assigning trainees to administrators, consideration is given not only the applicant's desires but also the background, experience, and success of the supervisor. The supervisor is in all cases selected by the superintendent and his staff.

Trainees are assigned teaching duties from one-half to full time, depending on the size of school and type of assignment. In addition, they work under the supervision of the person to whome they are assigned in a variety of broad administrative fields. These may include areas of responsibility in public relations, budgetary processes, scheduling procedures, curriculum development and change, staff utilization, and student activities. Obviously, such assignments are well spread over the training period and come within the scope of the trainee only as the supervisor feels a proper background has been established.

Trainees are evaluated as to their potential and effectiveness by their supervisor. In addition, trainees are often assigned to a different supervisor for the second or third year so that a breadth of contact with competent administrators is established, and an evaluation from more than one individual can be obtained.

Often trainees are given the responsibility of being the head teacher in a summer school situation at the appropriate level. Such an assignment most often comes near the end of the training period and immediately preceding an administrative assignment. This provides an opportunity for the individual to assume full responsibility for a limited and short term program before receiving a full-time appointment.

We feel this program has provided our system, and in some cases other systems, with capable and well-trained young administrators.

(Contributor: Charles C. Matthews, Administrative Assistant to the Superintendent)

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CLARK COUNTY, NEVADA
(Las Vegas) (59,877)

Qualifications: M.A. degree; courses required for Nevada professional administrator's credential; training and experience sufficient to be placed on administrative selection list.

Selection: Examinations; formal evaluation of training and experience; written statement of philosophy, short- and long-range goals in education; written or verbal recommendations from building principal and area administrator; interviews; selection by committee of three building principals and two central office personnel based on above information.

Title: Administrative Intern

Areas of internship: Elementary, junior high and senior high principalships

Length: One school year

Salary: Regular teaching salary plus $100 a month

Year initiated: 1967 (November)

Participation: Of the 12 interns who have completed the program, 5 have been placed in administrative positions. Participating in 1967-68, were 12 men--5 on the elementary level, 4 on the junior high level, and 3 on the senior high level.

ADMINISTRATIVE INTERNSHIP PROGRAM

History of the program. During the period from approximately 1959 to 1964 the area immediately within and surrounding Las Vegas experienced one of the greatest building booms in the nation's history. This situation created intense school housing problems, and ultimate relief came only as a result of a crash building program. Some of these new schools were staffed with principals who had been working as assistant principals in double-session schools, but it was quite often necessary for principals to be selected directly from the teaching ranks, with no previous administrative experience.

The need for some type of administrative training experience thus became extremely evident, and in order to help alleviate the problem, an administrative selection process was established. This process has two main goals: to locate persons who demonstrate administrative potential, and to give those persons some training in administrative problem-solving. Candidates in this process are given approximately six hours of written tests, a formal evaluation of their training and experience, and an oral interview. Successful applicants are then allowed to participate in a number of administrative training sessions and are subsequently placed on the administrative selection list.

The above process, while successful in its achievement of prescribed goals, failed to give the sound administrative background which is generally felt to be necessary for an effective beginning principal; the internship was therefore created as an extension of the selection process.

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CLARK COUNTY, NEVADA (Continued)

Application and selection of interns. Even though the prospective interns are successful in the above-mentioned selection process, it is necessary to submit a written application and to secure written and/or verbal recommendations from their building principals and area administrators. Selection of interns is made by a committee of three building principals and two central office personnel after they have thoroughly reviewed all applications and recommendations.

Operation of the program. Each intern is allowed to work directly under his regular principal. In most cases, work at the school level is largely limited to the practical administrative phase. Another phase of intern training is under the direction of the administrative assistant to the district superintendent. He is the coordinator of the whole program, and thus conducts several discussions with each cooperating principal, as well as semimonthly training sessions with the group of interns.

The semimonthly group training sessions are at first chaired by the internship coordinator, but are later assigned by him to an individual intern or to a small group of interns. Discussions are open to total group participation and the interns are strongly encouraged to express themselves freely on whatever topic is discussed. No conclusions are considered sacred, and interns are often required to defend their assumptions as a result of informal questioning from the coordinator or from other interns. Ridicule of one's personal convictions is not allowed, but professional attitudes and conclusions, when brought to the floor, are open to challenge from all quarters. Hypothetical as well as real-life problem situations are often used to set the stage for individual reactions, and role playing is used quite extensively for the purpose of requiring interns to make difficult decisions while in a situation of mild or extreme stress.

Throughout these sessions there is a continual de-emphasis of the traditional day-by-day administrative chores. It is felt very strongly by the internship coordinator that these duties should be routinized as quickly and as efficiently as possible, and that major emphasis should be directed toward the planning, construction, and implementation of a sound and effective program of instruction which would meet the total educational needs of each individual student. He has further asserted that an effective program today must help the student adapt to constant change, learn to make intelligent decisions, and react in an effective manner toward other members of society.

Evaluation of interns. Evaluation of interns by the cooperating principals and the coordinator is a continuous process. Individual progress of interns is reviewed in interviews between the coordinator and the intern or the principal and the intern. The intern is required to turn in a monthly report to the coordinator in which he describes his observations, reactions, and future plans in the areas of buildings and grounds, administration, instructional program, personnel, public relations, pupils and students, professional growth, new projects, and formation of future plans. Constructive comments are made on the contents of these reports before they are returned to the interns. A final written evaluation of each intern is made by both the cooperating principal and the internship coordinator. These evaluations are placed in the intern's personal folder, and copies are forwarded to him for his own use.

Another form of evaluation, initiated by the coordinator, allows each intern the opportunity to more closely evaluate himself. Individual cards containing the names of each intern are distributed to all of the interns. Each intern then writes an anonymous evaluation of his fellow interns. Cards are returned to the coordinator and subsequently distributed to their rightful owners.

Placement of interns. Interns continue to be placed through the existing selection process. While there is no guarantee of placement under this program, it is felt that the additional training and experience will generally result in a more positive reaction from those persons in central administration who are charged with this responsibility.

(Contributor: Ray L. Nielson, Administrative Intern and Assistant Principal, Sunrise Acres School)

ROYAL OAK, MICHIGAN
(19,850)

Qualifications: Master's degree; in-system teaching experience.

Selection: Aptitude test; interviews by 2 teams of district administrators.

Title: Administrative Intern

Areas of internship: Elementary and secondary administration

Length: 1 school year

Salary: Regular teaching salary

Year initiated: 1967

Participation: Participating in 1967-68 were 2 men--1 each in elementary and secondary administration.

ADMINISTRATIVE INTERSHIP

How can we better prepare potential school administrators? How do you plan a worthwhile and practical leadership development program? The answers to these questions are not easy, but the School District of the City of Royal Oak has an answer--a program of administrative internship. This is their story. . .

Early in 1967 members of the school district's administrative staff began cooperatively planning their program with professors from Wayne State University's School of Education. The plan they developed provides Royal Oak teachers with an opportunity to learn administrative leadership through on-the-job training in all phases of school administration, but with emphasis on the elementary and secondary school principalships. The university developed guidelines for the intern's program of administrative experiences and, in addition, allowed the participant to enroll in their internship course for graduate university credit.

Royal Oak publicized its program and accepted applications for one elementary and one secondary administrative internship. All candidates were given aptitude tests and were interviewed by two teams of district administrators. Finally, two interns were appointed for the 1967-68 school year.

The elementary and secondary internships were basically quite similar. Each intern began his year with several weeks in the principal's office at one school (14 weeks in an elementary school or 20 in a secondary school); then each spent two weeks with directors at the district's central business office. Both also worked with directors of instructional programs for three weeks, and then moved on to the principal's office of a second school building for eight weeks. Each worked in the central personnel office and with the Superintendent for two weeks, and taught one week as a substitute teacher at a level different from his previous teaching experience. Both of the interns concluded the year by returning to their first assignment for 10 (elementary) or six (secondary) weeks, so that they could experience the opening and closing of the year in a single building. All phases of the district's administration were thus included in the interns' program.

Included in the university's guidelines were regular conferences between the intern and his school supervisor and between the intern and his university coordinator, and attendance at regularly scheduled seminars at the university. Each intern was also required to keep a log of his activities. These experiences were classified as follows:

1. Activities related to evaluation and improvement of instruction at building and district level.
2. Interaction with certified staff with respect to matters other than evaluation and improvement of instruction.
3. Interaction with clerical, cudtodial, and other noncertified personnel.
4. Interaction with parents and other adult citizens.
5. Interaction with central office personnel and orientation to central office procedures.
6. Pupil discipline.
7. Interaction with pupils on nondisciplinary matters (except teaching).
8. Matters pertaining to building and district management.
9. Participation in district policy-making and exploratory councils and tribunals.
10. Observation of "exemplary" or prototype programs locally and elsewhere.
11. Participation in district, regional, state, and national professional meetings and conferences.
12. Professional reading.
13. Teaching.

The evaluation of each intern is an ongoing process. Both the participants and supervisors of this one-year-old program are confident that the program is meaningful. Royal Oak teachers support this program, too. It has proven itself to be a worthwhile and practical leadership development program, one designed to better prepare Royal Oak's potential school administrators.

(Contributor: Delbert J. Pryzby, Administrative Intern)

ORLEANS PARISH, LOUISIANA
(New Orleans) (107,834)

Qualifications: Master's degree including 12 hours of professional education; certification as principal; valid Louisiana teaching certificate; 3 years' successful teaching experience.

Selection: National Teacher Examination, ETS examination in school administration, and written essay test; recommendations of 3 persons, including principal and/or immediate superiors; medical examination; one hour observation by committee; interview by committee.

Title: Acting Principal, Assistant Principal, or title of regular school position in which the intern is serving.

Areas of internship: Principalship and assistant principalship (elementary and secondary)

Length: 1 school year

Salary: Salary for regular school position in which the intern is serving

Year initiated: 1966

Participation: Of the 50 interns who have completed the program, 90% have been placed in leadership positions. Participating in 1967-68 were 11 men and 3 women--8 assistant principals, 4 acting principals, and 2 NASSP interns.

ADMINISTRATIVE INTERNSHIP PROJECT

The New Orleans Public Schools' Administrative Intern Program was developed by the Superintendent and his staff and approved by the board of education in 1966. The impetus for the program was twofold. First, expansion of pupil enrollment and the opening of new schools created the need to identify and develop new talent for both existing and new administrative positions. Secondly, the selection procedure for school administrators in effect from 1954, although successful in producing a number of qualified administrators, had several imperfections. With the adoption of the Educational Improvement Program for the school system and the availability of additional funds, the time seemed appropriate to make the needed improvements.

Several criteria govern the selection of candidates for the intern program. All applicants must:

1. Possess, or be eligible for, Louisiana certification for employment as a principal by September 1 of the school session following the date of the individual's application.
2. Score at least 600 on the National Teacher Common Examinations, 040 on the examination in school administration prepared by the Educational Testing Service, and pass a written essay test graded on a pass or fail basis.
3. Obtain references from three persons under whose supervision the applicant has been employed during the past five years.
4. Pass a medical examination.
5. Participate in an oral interview with a representative interview committee of five people selected by the Superintendent and receive a rating of 7 points on a 10-point scale from three of the five committee members.
6. Undergo on-the-job observation by each of the members of an observation committee appointed by the Superintendent to include representatives of the Division of Instruction and Division of School Administration, an elementary principal, and a secondary principal. The committee develops a rating form with a 10-point scale. Each candidate must receive a rating of at least 7 from three or more committee members to be considered further in the selection process.

Each fall the director of personnel announces the reopening of the selection procedure for administrative interns. During the winter and spring months the candidates participate in the selection procedure. In the spring those candidates who successfully complete the selection process are eligible for appointment to administrative positions and inclusion in the intern program. The superintendent and his staff make appointments from the list of eligibles to specific administrative positions in the schools.

The intern program as originally conceived was intended to give interns experience and responsibility in various types of administration throughout the school system. The lack of funds and the need to make many new appointments to the principalship and assistant principalship have precluded interns from having a series of administrative experiences and training at various levels in the school system. Instead, the interns have functioned in regular administrative roles in the schools.

The supervision and inservice aspects of the intern program are coordinated with the Administrative Intern Project offered by Tulane University, in cooperation with several Southeastern Louisiana school systems. New Orleans interns are enrolled in the Tulane program. University personnel con-

duct a series of workshops for the interns, advise the interns on an individual basis as they conduct an action project relevant to some phase of their administrative roles in the schools, and make on-the-job observations and evaluations of the interns. Each intern works with an administrative superior in the school system who is responsible for assisting the intern, participating in the Tulane program, and evaluating the intern at the end of his internship.

In addition to the local intern program and the Tulane program, the New Orleans Public Schools also participate in the Administrative Internship Program of the National Association of Secondary School Principals.

(Contributor: Thomas W. Payzant, Administrative Assistant to the Superintendent)

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DADE COUNTY, FLORIDA
(Miami) (208,896)

Qualifications: Master's degree (prefer 30 or more semester hours beyond master's degree); certification in administration; 3 years' teaching experience in an accredited school system; 2 years' successful experience as assistant principal or comparable supervisory or administrative position.

Selection: National Teacher Examination (common examination, administration, supervision, and guidance); formal application, including summary of reasons for seeking position; oral examination by committee of three to five administrators; recommendations from previous principals, directors, and superintendents.

Title: Principal-Intern

Areas of internship: Elementary and secondary principalship

Length: Three months or one year if university affiliated

Salary: Regular salary of an assistant principal

Year initiated: 1967

Participation: Of the 8 men and 4 women who participated in the first year (7 for the elementary principalship and 5 for the secondary principalship), ten have been placed in positions for which they trained.

LEADERSHIP TRAINING PROGRAM

At least once a year the Personnel Department of the Dade County schools establishes an eligibility pool for each category of principal, comprised of those candidates who have passed both the oral and written examinations required for potential administrators.

The written examinations for all candidates include the National Teacher Examination, Weighted Common Examinations and the English Expression examination. In addition, applicants for elementary positions must take the Education in the Elementary School and Elementary Administration and Supervision exams; secondary candidates must take the examinations in administration, supervision, and guidance. Not more than twice the number of anticipated vacancies are certified to the oral examination committee, based on ranking the composite weighted scores of written examinations, educational training, and performance evaluation.

To determine a candidate's score for educational training, the qualifications of an individual are assigned weighted scores to determine a composite score, e.g., a master's degree is given a score of 3; a masters plus 30 or more semester hours of graduate credit beyond the master's is given a score of 4; and a doctor's degree with a Rank I certificate is given a score of 5.

Performance evaluation is conducted by a committee composed of the district superintendent and assistant superintendent for personnel, and consists of an evaluation of the candidates' performance in such areas as potential for carrying greater responsibilities and evidence of growth as an administrator. Candidates meeting all of the above requirements for the oral examination are also given a complete physical examination at board expense.

The oral examination by the examining committee evaluates 11 basic qualities: (1) appearance, (2) use of English and speech, (3) enthusiasm, (4) frankness, (5) concepts of appropriate classroom activities, (6) knowledge of teaching methods and classroom management, (7) resourcefulness, (8) judgment, (9) professional experience, (10) knowledge of child growth and development, and (11) knowledge of current educational trends, analysis, issues, and literature. The candidate is evaluated independently in each category and an overall rating on a 5-point scale is assigned by each member of the evaluating committee. The examining committee consists of the associate superintend-

(Continued)

DADE COUNTY, FLORIDA (Continued)

ent for instruction, one district superintendent, one elementary or secondary district director and one elementary or secondary principal (as appropriate), and the Assistant Superintendent for Personnel.

Those persons who have been certified by the oral examining committee then participate in a one-semester inservice leadership training program. The program for elementary principals consists of a semester of full-time training with selected principals (possible rotation every six weeks) and a seminar running concurrently with the training program for all elementary trainees. The candidate for the secondary principalship spends six weeks of full-time inservice training in each of the two areas other than that of their most recent service (administration, curriculum, and guidance); he then spends six weeks of full-time inservice training with a selected principal. A seminar also runs concurrently with the training program for secondary trainees.

Persons who have successfully completed a one-year principal internship sponsored by the National Association of Secondary School Principals are eligible for appointment as principal or assistant principal if approved by the oral interviewing committee. In addition, the Superintendent may recommend other qualified persons who successfully complete a one-year principal internship sponsored by a university, provided the program is approved by the Superintendent.

From such a pool of potential administrators, the Superintendent selects personnel to fill vacancies as they arise. A limited number of outstandingly qualified persons from out-of-county may be selected for the pool each year, provided they meet the same requirements as all other candidates, except where actual physical presence would make them inapplicable. Any applicant who has been in the pool for one year or more is placed in a position before others who have been added since his appointment.

(Contributor: Terence T. O'Connor, Director of In-Service Education)

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SAVANNAH-CHATHAM COUNTY, GEORGIA
(Savannah) (41,555)

Qualifications: Prefer master's degree, but exception may be made for outstanding teacher studying for master's; on tenure; prefer 30-50 years of age; prefer male applicants for secondary positions.

Selection: Satisfactory performance on National Teacher Examination; recommendation of principal; written statement or personal interview.

Title: Administrative Aide or Intern

Areas of internship: Elementary or secondary principal, secondary assistant principal, and general administration.

Length: 1 school year

Salary: Regular teaching salary; in certain cases, a $200 bonus at end of year.

Year initiated: 1965-66

Participation: Of the 35 participants who have completed the program, approximately 50 percent have been placed in leadership positions. Participating in 1967-68 were 6 men in secondary administration, and 7 women in elementary administration.

INTERNSHIP PROGRAM FOR POTENTIAL PRINCIPALS

For a number of years Chatham County educators had been interested in the idea of developing a training program for potential principals. The possibilities and problems involved in beginning such a program were varied. After having tried numerous avenues, the county school administrators received assistance from the University of Georgia Field Services Unit. A beginning was made in 1963 when approved courses in administration were offered locally to personnel interested in this educational area. It was necessary for these individuals to meet the academic requirements of the University graduate school. These preliminary courses opened the way for final development of plans for the training of potential principals. The internship program for potential principals became a reality during the school year 1965-66.

The county school administrative officials and the university advisor decided to begin the internship on a small scale and work toward future growth and development. This training program had the approval of the state department of education.

In September 1965, letters of information concerning the proposed internship program were sent to all the principals in the Chatham County School System. Each principal was invited to participate in the program if he felt that he had a teacher in his school who had the personal

and professional qualifications desired in an administrative aide. In its first year 11 people were selected for participation in the internship program--three men and eight women. This was the beginning of a program which today follows essentially the same procedures as in 1965.

Administrative aides selected for participation, in addition to a regular teaching assignment, assume specific responsibilities which are determined largely by the principal, after consultation with the central administrative office and the university advisor. These duties change as the person develops and as the day-to-day conditions warrant. Some of the duties assigned to the aides, depending upon individual principals, are duties relating to attendance, financial and property accounting, lunchroom, maintenance and custodial help, supplies, pre- and post-school activities, school calendar, school census, schedules, state and county school regulations, textbooks, substitute teachers, school inservice programs, student teachers, faculty meetings, testing, cumulative records, fire and other drills, school handbook, audiovisuals, educational TV, curriculum needs, assembly and other programs, school clubs, school patrol, etc.

Each participant in the internship program is registered for a special five-hour course in educational administration. He must have the academic background and meet necessary qualifications required for admittance to the University of Georgia graduate school. He pays the regular fee for the university course. Each participant is given the title of "administrative aide." It is fully understood by each aide that simply being in the program does not guarantee that he will ever become a principal. However, when properly certificated, he will be placed in a pool from which future principal appointments might be made.

The administrative aides are required to meet each month with the university advisor in a formal group situation for instructional purposes. These work sessions start at 4:00 P.M. and conclude at 8:30 P.M. The seminars are used by the instructor for lectures, group discussions, individual reports, and conferences. Some of the topics for study, investigation, and discussion include: administrative management, personnel administration, child guidance, instructional leadership, plant maintenance, policies and procedures, accreditation and public relations.

The university advisor visits each aide in his school and has conferences with the aide and his principal concerning the progress or problems. The advisor meets periodically with the principals as a group to discuss the needs and possibilities of the program, and to develop further plans for the training of the interns. He also confers with the curriculum director and other central office administrative personnel to report on the program and to facilitate future developmental ideas.

The administrative aides, in addition to other responsibilities, have specified assignments from the university advisor. These assignments include keeping a daily log of administrative tasks performed, recording problems encountered during their performance, stating methods used to meet the problems, and evaluating the completed tasks. This log is submitted to the advisor at the conclusion of the internship. The aides are expected to read widely in the areas of administrative education and to keep a cumulative record of these readings.

A weekly conference between the intern and principal, for planning and evaluation of the intern's work, is a vital part of the program. Close two-way oral communication helps them to clarify experiences and situations that are encountered during the training. It is assumed that the extent and degree of experience each intern obtains is directly related to the working relationship between the intern and his principal.

At the beginning of the internship program each aide is required to complete a self-assessment inventory. At the conclusion of the course the instructor gives each aide an evaluation inventory of the administrative tasks performed during training.

(Contributors: Edith Hargreaves Chastain, Principal; and Saxon P. Bargeron, Assistant Superintendent, Curriculum Development and Pupil Services)

ADMINISTRATIVE INTERNSHIP IN SECONDARY SCHOOL IMPROVEMENT
(National Association of Secondary School Principals)

Under a $330,000 grant from the Fund for the Advancement of Education, the National Association of Secondary School Principals in 1963 began a two-year pilot project for improving the preparation of middle, junior, and senior high school principals--the Administrative Internship in Secondary School Improvement. Currently, the project is continuing under a $750,000 grant from the Ford Foundation, which extended and expanded the original pilot project through 1968-69. In essence, the purposes of the project include the following:

1. To prepare principals who place high priority on instructional improvement.
2. To help future principals understand the change process and make them effective agents for change.
3. To stimulate universities to develop administrative internships which focus on the improvement of curriculum and the teaching process.
4. To encourage school systems to assume some responsibility for preparing innovative school principals.
5. To demonstrate how universities and schools can work together for their mutual benefit.

The project design is triangular, built around three main groups of participants--the interns who will become educational leaders; the schools where they work; and the universities that supervise the interns and work with the schools. The project staff in NASSP's Washington headquarters and the three university centers, has developed guidelines for each of the groups and supervises and coordinates the work of all participants.

Universities or colleges with programs in secondary school administration beyond the masters degree level may participate; preference is given to institutions which offer the doctor's degree and have established internship programs. Universities assign responsibility for supervision of the internship to a faculty member with time allocated for it. It is also desirable for interns to take part in an internship-seminar on the university campus.

Schools are identified by the university in their area. Their principals are committed to new and imaginative ways of improving the teaching-learning situation. Their programs include such developments as team teaching, flexible scheduling, curricular innovations, nongraded programs, independent study arrangements, large and small group instruction, and increased use of technical aids to learning. Since most of the intern's salary is paid by the school system, the superintendent or his representative are included in planning for and evaluating the internship. Budgetary provision is made for an additional staff person, the intern, in the school at a salary comparable to that of a classroom teacher with similar training and experience.

Interns in the program are identified either by participating schools or by universities. They must be acceptable to both. Some universities and school systems use joint selection processes with criteria such as: completion of a masters degree in school administration; admission to the doctoral program at the university; favorable recommendations from supervisors; and successful teaching experience.

Each intern is employed in a secondary school under the direct supervision of the school's principal. At stated intervals, the intern reports to his university supervisor whose main job is to see that the intern's activities stay within the framework of project objectives. University supervisors also visit the schools and on occasion involve their university colleagues in work with the school staff. Working agreements spell out the obligations of all participants and govern their relationships. All aspects of the project are subject to final review by the project staff.

During the five years the program has operated, a total of 335 interns, 253 schools, and 60 universities have worked with the NASSP Project Staff and an Advisory Committee to demonstrate the viability of the goals. The program for 1968-69 includes 106 interns. A variety of evaluations reveal that universities increasingly are incorporating the NASSP-type of internship for principals into their preparation programs. This means that the intern spends full time learning how to work with teachers to improve instruction rather than occupying a considerable portion of his time with managerial, disciplinary, and shopkeeping activities. An important by-product is that principals themselves are reexamining their own priorities to discover ways to spend more time and to work more effectively with teachers on improving instruction.

Interested universities, school systems, and intern candidates may obtain more information about the project from the National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.

COOPERATIVE EDUCATIONAL LEADERSHIP PROGRAM
(Learning Institute of North Carolina)

Several North Carolina school administrative units (Burlington, Charlotte-Mecklenburg, Durham, Greensboro, High Point, New Hanover, Raleigh, Winston-Salem/Forsyth), the School of Education at the University of North Carolina (Chapel Hill), the Department of Education at Duke University (Durham), the State Department of Public Instruction, the Richardson Foundation, and the Learning Institute of North Carolina have joined in a project to find better means of early identification of potential educational leadership, assess the potential, and direct the persons so identified into programs of advancement.

The activities of the project, which became operational in the summer of 1968, take place in the form of an administrative leadership identification and advancement program consisting of three components.

One component consists of the development and refinement of procedures for the early identification of young persons in education with the potential of advancing into positions of effective leadership, the most important feature of the project in its first year of operation. The Richardson Foundation staff will be involved in the design and implementation of this phase of the project, and will conduct a continuing study of its effectiveness. Variations of the many reliable methods of assessing potential leaders developed in recent years by business, industry and government will be applied to education. Persons competent in the use of these techniques will be consulted and appropriate instruments of assessment will be employed as the process for selection of project participants is developed.

A second component consists of the administrative fellowship program, which has as its goal the placing of teachers in leadership roles in their school systems. These assignments, in addition to their normal teaching duties, might take the form of departmental chairman, team leaders, directors of some elements of school self-study programs, and the like. A one-week orientation conference is held immediately prior to beginning the regular employment period in the fall, and participants attend three three-day seminars during the course of the school year. Fellows receive a $500 stipend for a year of their appointment.

The third component consists of a period of approximately 14 months in a full-time administrative internship program conducted cooperatively by the employing school system and the two universities. The program begins with attendance at summer school sessions at either the University of North Carolina or Duke. During the regular school year interns are employed by the participating school systems through funds provided partially by the project and partially by the employing agency; a salary of $6,500 is provided for the 14-month period. During the school year a series of seminars for the interns is conducted jointly by UNC and Duke. A second summer school attendance concludes the internship program. At some point in the project, interns spend a short period engaged in concentrated work and study in the area of their interest at the State Department of Public Instruction.

Eligibility. Preference is given to candidates under 35 years of age, who have had three to five years of teaching experience, and who are at the pre-master's degree level. While not a requirement at the time of application, applicants should be employed by one of the participating school systems during the year in which they participate in the program. Candidates for the internship program must qualify for admission to the graduate school at Duke or UNC.

Candidates for either program may be self-nominated or recommended by others through submission of a completed application form; they may specify the program for which they wish to be considered or leave the decision to the selection committee.

Selection. Selection is based on a combination of personal recommendations, academic records, tests (Kuder Occupational Inventory Survey and Biographical Inventory), and interviews and discussions with a selection committee composed of representatives from their school system, from Duke and UNC, and from the Learning Institute of North Carolina.

Administration of the Program. The project has an executive committee composed of representatives of each of the sponsoring agencies, except the school systems, and an advisory committee with similar representatives, including the school systems. The Learning Institute acts as coordinating and fiscal agent for the project and serves as the secretariat for the executive and advisory committees. While the cost of part of the project will be borne by the universities and the participating school systems, the major source of funds is a $200,000 grant from the Richardson Foundation, Inc. of Greensboro, N. C., for the pilot year. Additional information on the program is available from the Learning Institute of North Carolina, 1006 Lamond Avenue, Durham, North Carolina 27701.

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